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ABSTRACT

The book lists 47 exemplary programs for special education. Programs have been approved by the Joint Dissemination Review Panel of the Department of Education. The book begins with a directory of National Diffusion Network facilitators in 49 states, the District of Columbia, and the Virgin Islands. Program entries include descriptors, a brief description, information on target audience, evidence of effectiveness, implementation requirements, financial requirements, services available, and contact persons. An index lists the exemplary programs by state. (CL)

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SPECIAL EDUCATION • SPECIAL EDUCATION • SP

# Educational Programs That Work

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## Special Education

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SECOND EDITION • FALL 1980

NDN

NATIONAL DIFFUSION NETWORK

DEPARTMENT OF EDUCATION

EC132832

# Educational Programs That Work

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## Special Education

A NATIONAL DIFFUSION NETWORK RESOURCE OF
EXEMPLARY PROGRAMS APPROVED BY THE
JOINT DISSEMINATION REVIEW PANEL
DEPARTMENT OF EDUCATION

**FALL 1980**

Prepared for the Division of Educational Replication
by
FAR WEST LABORATORY
FOR EDUCATIONAL RESEARCH AND DEVELOPMENT

The entries in this catalog were taken from the Fall 1980 edition of the National Diffusion Network's *Educational Programs That Work.*

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# Introduction

Outlined in this National Diffusion Network catalog are exemplary programs for special education. The term "exemplary" is conferred only after a program has been approved by the Joint Dissemination Review Panel of the Department of Education. This panel has responsibility for quality assurance, examining the evidence of both the cognitive and affective evaluation of each program and judging its effectiveness. Positive endorsement by a majority of the attending panel members constitutes approval.* All program descriptions were drawn from the National Diffusion Network's seventh edition of *Educational Programs That Work,* Fall 1980.**

This catalog is restricted to programs that were developed specifically for special education or that are considered to be of immediate benefit to special education students without adaptation. For other programs that may be suitable for students with special learning problems, consult *Educational Programs That Work,* Fall 1980, Section 10.

The NDN operates through two kinds of projects—Developer/Demonstrators and NDN Facilitators. Developer/Demonstrators (D/Ds) represent exemplary programs. They receive federal funds to provide training, materials, and help to those who adopt their programs. NDN Facilitators (one or more in 49 states) are the principal link between D/Ds and those seeking new ideas. They help to identify suitable NDN programs and then assist with adoption, training, and operation. Many Facilitators also help local school districts with other planning. A list of NDN Facilitators follows this introduction.

The Office of Special Education and the NDN's sponsor, the Division of Educational Replication, are committed to close cooperation in making exemplary special education programs widely available to interested schools across the country. Sixteen of the programs described are funded by the Office of Special Education to provide dissemination and adoption services. Twenty-four are similarly funded by the NDN as Developer/Demonstrators. The type of funding is stated in the Services Available section of each description.

A major purpose of the catalog is to stimulate communication among the federal, state, intermediate, local, and postsecondary agencies that share responsibility for improvement of education through nationwide dissemination. The NDN encourages the broadest possible use of its successful programs.

For further information on any of the programs described, contact the project directly or your NDN Facilitator.

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* For further information about the Joint Dissemination Review Panel, write to the Executive Secretary, Joint Dissemination Review Panel, Department of Education, Room B-448, Trans Point Building, 400 Maryland Ave., SW, Washington, DC 20202.

** Available from Order Department ($5.50 prepaid), Far West Laboratory for Educational Research and Development, 1855 Folsom St., San Francisco, CA 94103.

## NATIONAL DIFFUSION NETWORK (NDN) FACILITATORS*

NDN Facilitators, located in 49 states, the District of Columbia, and the Virgin Islands, assist both public and private schools that are searching for ways to improve their programs. Readers of this catalog are encouraged to phone or visit the NDN Facilitator office in their state to learn more about available service and to request assistance in identifying programs that can meet their needs. NDN Facilitators can supply additional information on the exemplary programs described in this catalog, put educators directly in touch with project personnel for additional information, and help arrange for demonstrations, training, and follow-up assistance.

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SPECIAL EDUCATION EXEMPLARY PROGRAMS


ACTIVE: All Children Totally InVolved Exercising - New Jersey..... 5
A diagnostic/prescriptive physical education program that provides teachers with the skills, strategies, and attitudes necessary to initiate a physical-activity program for handicapped and normal individuals.

CENTRAL INSTITUTE FOR THE DEAF EARLY EDUCATION PROJECT - Missouri..... 6
A program designed to help parents assume their natural role as the child's primary language teacher through parent-child interaction.

the CHILD DEVELOPMENT CENTER - California..... 7
A model community center designed to identify children's special developmental needs and provide appropriate interventions before school begins, through joint cooperation of parents, kindergarten teachers, and special educators.

COGNITIVELY ORIENTED PRESCHOOL CURRICULUM - Michigan..... 8
A preschool program with the designated purpose of mainstreaming mildly and moderately handicapped children with nonhandicapped children.

COMMUNICATION PROGRAMS - Washington..... 9
A program to help young children who have a variety of communication and language handicaps.

the COMMUNICATIONS WORKSHOP (CWS) - New Jersey..... 10
An alternative classroom management system providing for teacher-student accountability and self-discipline, which provides teachers with skills, strategies, monitoring capabilities, and attitudes necessary for implementing a cost-effective basic skills reading program.

a COMPREHENSIVE PROGRAM FOR HANDICAPPED PRESCHOOL CHILDREN AND THEIR FAMILIES IN RURAL AND NON-URBAN AREAS - North Dakota..... 11
A comprehensive preschool program providing for maximal growth and development of handicapped preschool children and their families in rural areas.

COMPREHENSIVE TRAINING PROGRAM FOR INFANT AND YOUNG CEREBRAL PALSIED CHILDREN (C.P. Project) - Wisconsin..... 12
A program serving children three years of age and younger having a primary disability of moderate to severe neuromotor handicap with physical impairment severe enough to limit motor activity.

COPE: Cognitively Oriented Pre-Primary Experience - Pennsylvania..... 13
A comprehensive sequentially programmed preprimary curriculum and management system that provides for individual developmental growth and learning of basic reading skills.

DEVELOPING MODELS FOR SPECIAL EDUCATION (DMSE) - Florida..... 14
A comprehensive management system for the identification of and intervention with exceptional students.

DEVELOPMENTAL EDUCATION BIRTH THROUGH TWO (Project DEBT) - Texas
A home-based identification and intervention program for parents of handicapped children aged 0-2. (Approved by JDRP after press deadline.)

EARLY PREVENTION OF SCHOOL FAILURE - Illinois..... 15
A program designed to prevent school failure in children ages 4-6 through early identification and remediation of developmental learning deficiencies that would adversely affect their school performance.

ELSMERE PROJECT - New Jersey..... 16
A basic skills vocational program for trainable mentally retarded age 5-21 that serves as a model for districts implementing special education programs in compliance with P.L. 94-142.

ENGINEERED CLASSROOM FOR STUDENTS WHO ARE BOTH EDUCABLY MENTALLY HANDICAPPED AND BEHAVORIALLY MALADJUSTED - Nebraska..... 17
A diagnostic teaching program that provides individualized instruction and engineering of time and behavior for handicapped students.

project ERIN: Early Recognition Intervention Network - Massachusetts..... 18
A competency-based training program for teachers, coordinators, and parents in the modification of environment and materials and in adult intervention to assist young children with special needs in regular and special education settings.

EVERY CHILD A WINNER With Movement Education - Georgia..... 19
An individualized movement education program providing mainstreaming and success experiences for all children regardless of physical or mental ability.

FAMILY ORIENTED STRUCTURED PRESCHOOL ACTIVITY (Seton Hall Program) - Minnesota..... 20
A program that prepares the parent to be the child's first and most significant teacher.

INSERVICE TRAINING IN THE TEACHING RESEARCH DATA BASED CLASSROOM FOR SEVERELY HANDICAPPED SCHOOL-AGE CHILDREN - Oregon..... 21
A data-based classroom for individualized instruction of students 8-18 with multiple handicaps, cerebral palsy, and/or autism, and an inservice training program for teachers and aides.

INTERACTIVE CURRICULAR EXPERIENCE - Florida..... 22
A process approach to developing individualized programs for the handicapped student using home, school, and community resources.

LEARNCYCLE: Responsive Teaching - New Jersey..... 23
An intensive teacher training program developing flexible, effective skills for managing and teaching mainstreamed or high-risk students.

project LEARNING DISABILITIES: Early Identification and Intervention - Louisiana..... 24
An early identification program for students with learning disabilities.

MACOMB 0-3 REGIONAL PROJECT: A Rural Child/Parent Service - Illinois..... 25
A project that provides home-based remedial and educational services to handicapped children and their parents in rural areas.

MAPPS: Multi-Agency Project for Pre-Schoolers - Utah..... 26
An intervention program for handicapped children and their parents.

MECCA: Make Every Child Capable of Achieving - Connecticut..... 27
An intervention program for vulnerable children (with a deficit in a skill area) in regular classes in their first years of schooling.

MODIFICATION OF CHILDREN'S ORAL LANGUAGE - California..... 28
A special program for training staff to work with students having language disabilities.

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A systematic way of training classroom teachers to focus on specific learning disability (SLD) students.

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An individualized diagnostic/prescriptive teaching intervention system that has proven highly successful with learning-disabled adolescents.

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A program, available to all four-year-old children and to high-risk three-year-olds, structured to increase each child's chances for success in school.

PEECH: Precise Early Education for Children with Handicaps - Illinois..... 33
An individualized educational program designed to enhance the development of preschool handicapped children while involving family members in the educational process.

PEOPEL: Physical Education Opportunity Program for Exceptiunal Learners - Arizona..... 34
A specially designed, success-oriented physical education program for high school students with unique needs utilizing peer tutors (student aides) to emphasize individualized learning and instruction.

PEORIA 0-3 PROJECT -- Replication of an Interdisciplinary Approach to the Early Education of Handicapped Children Ages 0-3 - Illinois..... 35
A medical/educational model based on a developmental-task analysis approach to individualized prescriptive teaching, delivered in the home by parents with assistance from professionals.

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A model for expanding speech therapy delivery through training of paraprofessionals as communication aides.

the PORTAGE PROJECT: A Home Approach to the Early Education of Handicapped Children - Wisconsin..... 37
A home-teaching program serving multicategorical handicapped children from birth to six years of age.

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A precision teaching model designed to remediate and build basic tool skills through five components: screening, identification, remediation, continuous measurement, and data-based decisions.

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A program to prevent the cognitive and emotional effects of learning disability by early identification and educational intervention.

a PROGRAM FOR EARLY EDUCATION OF CHILDREN WITH HANDICAPS - Texas..... 40
A home intervention program involving parents in the teaching of their handicapped children.

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A program designed to accelerate and maintain developmental gains of children with Down syndrome and other developmental delays, to give help and training to their parents, to develop a transportable model, and to provide an exemplary demonstration program.

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A short-term plan for the re-education of emotionally disturbed/behaviorally disordered children.

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A community-based psychoeducational facility that offers a developmental curriculum to severely emotionally disturbed or autistic children from birth to 16 years, their parents, and teachers.

project SHARE: Sharing High Yield Accountability with Resource Educators - Minnesota..... 44
An instructional process for remediation of basic skills in learning-disabled students in mainstream education.

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A statewide program providing identification and language facilitation for hearing-handicapped children, birth to age 6, through home management.

SPECIAL EDUCATION PRESCHOOL PROGRAM - Minnesota..... 46
A program serving moderately, severely, and profoundly hearing-impaired preschoolers (ages 0-5), a mixed population of moderately and severely handicapped preschoolers (ages 4 and 5) with other handicapping conditions, and their families.

project STAY: School To Aid Youth - Oklahoma..... 47
A program providing early identification and treatment of social, emotional, and academic needs of pupils.

project SUCCESS FOR THE SLD CHILD - Nebraska..... 48
A prescriptive program and classroom delivery system for pupils, grades 1-4, with specific language disabilities.

project SUCCESS: Handicapped - Washington..... 49
Low-cost academic and self-management programs for handicapped elementary school students.

SYSTEMATIC INSTRUCTIONAL MANAGEMENT STRATEGIES (SIMS) - Minnesota..... 50
A program using management strategies and a structured, sequenced curriculum to help teachers plan appropriate instructional programs for disabled readers.

the TEACHING RESEARCH INFANT AND CHILD CENTER CLASSROOM FOR MODERATELY AND SEVERELY HANDICAPPED CHILDREN - Oregon..... 51
An individualized skills instruction program for moderately to severely handicapped children.

## PROJECT ACTIVE: All Children Totally InVolved Exercising

## descriptors

Adult Education, Aurally Handicapped, Elementary Education, Emotionally Disturbed, Kindergarten, Learning Disabilities, Mainstreaming, Mentally Handicapped, Orthopedically Handicapped, Physical Education, Secondary Education, Special Education, Speech Handicapped, Visually Handicapped

## target audience

Approved by JDRP for handicapped, ages 6-60, nonhandicapped, grades K-9, physical education teachers, special education teachers, recreation teachers, and paraprofessionals. It has been used in other settings with pre-K and grades 10-12, but no evidence of effectiveness has been submitted to or approved by the Panel.

## description

*A diagnostic/prescriptive physical education program that provides teachers with the skills, strategies, and attitudes necessary to initiate a physical-activity program for handicapped and normal individuals.*

Project ACTIVE has been developed to serve handicapped individuals, but is equally applicable to slow learners and normal and gifted children. ACTIVE offers a training program to provide teachers with those skills/strategies necessary to implement an adapted physical education program, diagnostic/prescriptive curriculum manuals and materials addressed to the entire gamut of handicapped conditions, and consultant services to assist implementers during the installation phase. Program strengths include extreme flexibility for adoption/adaptation, a total curriculum package that can be implemented immediately at minimal cost, compliance with the federal mandate requiring "written education programs for the handicapped population," unlimited support services at no cost to enhance successful implementation, and accountability features to enhance administrator/community support. Student instruction is based on instruction format (i.e., the program is structured to ensure that trainees acquire the skills, knowledge, and attitudes stressed), with emphasis on trainee exposure to handicapped individuals in a field setting. Participants are trained to diagnose and assess pupil strengths and deficiencies and to prescribe motor, perceptual-motor, physical fitness, posture, nutrition, and diaphragmatic breathing tasks accordingly. ACTIVE has developed low motor ability, low physical vitality, postural abnormality, nutritional deficiency, and breathing problem components for mentally retarded, learning disabled, and emotionally disturbed student populations.

No special facilities are required. Comprehensive programs can be initiated in limited space. A 30' x 60' area removed from other teaching stations is ideal. If P.E. equipment is available, cost per school varies between $50 and $300. District commitment includes implementation of at least one aspect of the ACTIVE program in three or more classes that meet for a minimum of three 20-minute periods per week for one year, allocation of time for the trainee to train at least one staff member, and transmission of pre/post data and end-of-year evaluation report to project.

## evidence of effectiveness

Testing of 80 teachers trained in 1973-74 on the Teacher-Cognitive-Psychomotor Test showed 80% mastery on 25 competencies. Pre- and post-testing at a six-month interval in 1973-74 of matched experimental and control groups on the Township of Ocean Motor Ability Test showed experimental groups' performance comparable to normal groups' performance and minimal gains for control group.

## implementation requirements

Program may be implemented in a single class, a school, or an entire district. Five discrete curriculum components enable the district/agency to adapt the program to students with varying abilities in grades pre-K through 12. Training programs are adapted to comply with needs of the teachers and schools. Existing personnel can be used to obviate the need for additional staff (e.g., by inclusion of the ACTIVE program in the special education curriculum or by use of the team teaching approach). Instructional facilities may vary from 30' x 30' to 30' x 60'. Implementation schedule for each trainee must be submitted to project prior to training.

## financial requirements

Complete training model kit (12 manuals and three packets of spirit masters), $64.50. (Kit manuals provide guidelines for planning an individualized-personalized physical education program for students with any type of handicap. Other supplementary materials are available. Unit orders are available and must be prepaid.) Installation costs are minimal. Personnel can be reassigned. Regular P.E. equipment can be used.

## services available

An NDN-funded Developer/Demonstrator project.

Awareness materials are available at no charge. Visitors are welcome at demonstration sites in project state and other states (notify two weeks in advance). Training is conducted at the project site or satellite sites (adopting site must cover visitation costs). Training is conducted out of state (exemplary project staff travel and room/board costs must be paid). Project staff can attend out-of-state conferences (expenses must be paid). Adopting districts are provided extensive follow-up services at no cost.

## contact

Thomas M. Vodola, Director; Project ACTIVE; Township of Ocean School District; Administration Building; 163 Monmouth Rd.; Oakhurst, NJ 07755. (201) 531-6600, ext. 365.

Developmental Funding: USOE ESEA Title III JDRP No. 74-97 Approved: 9/18/74
3/19/78

*Compiled Summer 1980*

## PROJECT

CENTRAL INSTITUTE FOR THE DEAF EARLY EDUCATION PROJECT

## descriptors

Aurally Handicapped, Home Instruction, Language Development, Multiply Handicapped, Preschool Education, Special Education

## target audience

Approved by JDRP for children under four years of age who have educationally significant hearing impairments and their families.

## description

*A program designed to help parents assume their natural role as the child's primary language teacher through parent-child interaction.*

The core of the program consists of weekly individual sessions in a Home Demonstration Center. The sessions are parent-oriented so that families may realize their primary responsibility in the language development of their children. Sessions are individualized so that the program developed is the most appropriate for each family and child. They are held in a home-like setting and focus on typical daily household activities. This setting and focus aid parents in learning strategies and techniques suitable for use in their own homes. Emphasis is placed on helping parents provide a learning environment that takes into account the child's impaired auditory ability.

Regular audiometric evaluations are conducted by staff audiologists. Since all hearing-impaired children have some residual hearing, early amplification combined with auditory training can significantly affect the child's acquisition of speech and language. Therefore, amplification is provided in order to maximize the child's use of his/her residual hearing. The Early Education Project or Clinic may lend the child an aid and follow up with observation and retesting before recommending a specific aid for purchase.

Parent group meetings are an integral part of the program. They include group discussion meetings, which allow parents to explore their feelings and share their problems and solutions with other parents, as well as more didactic meetings, which respond to the parents' need for current, accurate, scientific information.

Children over two are enrolled in short nursery class sessions taught by a teacher of the deaf trained in early childhood education. Parent participation is an important part of these classes. The development of social and behavioral skills in preparation for preschool is emphasized. Activities are designed to provide children with opportunities for social-communicative interaction paving the way for verbal interaction.

## evidence of effectiveness

The mean ratings of language ability of children from the Early Education Project differ reliably from those of children not in the program, and the scores increase consistently and reliably throughout all age ranges from two to six years. The steady increase in communication skill was measured using the Scales of Early Communication Skills.

## implementation requirements

A Home Demonstration Center, a small apartment, or rooms in an existing facility that can be converted into an apartment is needed. In some cases the families' homes can be used. A trained teacher of the deaf with additional specialization in early childhood education is required, as well as access to support services, including audiologic, psychometric, and follow-up educational services.

## financial requirements

The original nonrecurring installation costs total $4,335 per pupil. The per-pupil cost in subsequent years is estimated at $2,180 on the basis of figures from 1979-80. Costs include staff, training, equipment, consumables, salaries, and indirect costs.

## services available

An NDN-funded Developer/Demonstrator project. An OSE Handicapped Children's Early Education Outreach Program.

This is a nonprofit agency. Some support comes from United Way. Materials describing the program, including videotapes, slide/cassettes, and printed material, are available at cost. Training is conducted at the project site. Project staff can attend out-of-state conferences. Visitors are welcome by appointment.

## contact

Audrey Simmons-Martin, Director; Early Education; Central Institute for the Deaf; 818 S. Euclid; St. Louis, MO 63110. (314) 652-3200.

Developmental Funding: USOE BEH JDRP No. 77-158 Approved: 11/7/77

*Compiled Summer 1980*

## PROJECT THE CHILD DEVELOPMENT CENTER

## descriptors

Kindergarten, Mainstreaming, Parent Education, Preschool Education, Special Education

## target audience

Approved by JDRP for three- to five-year-olds of all abilities, their parents, kindergarten teachers, and special educators.

## description

*A model community center designed to identify children's special developmental needs and provide appropriate interventions before school begins, through joint cooperation of parents, kindergarten teachers, and special educators.*

The Child Development Center is based on the conviction that the sooner educators identify young children's developmental needs and work together with parents to achieve effective interventions, the stronger the chance of children's early success in school. This program offers an ongoing format of child/parent services starting the September before the child is age-eligible for kindergarten. This format includes a diagnostic center, where preschoolers receive evaluations from a school nurse, speech/language specialist, and psychologist; a parent resource center, where parents meet with educators to discuss early-childhood topics and concerns; a child-study center, where preschoolers meet periodically with peers for group interaction while being observed by parents and center staff; and a referral center, which provides children having special developmental needs with interventions before school begins and which transmits information on all program children to parents and kindergarten teachers.

The program supplies a motivational slide-tape presentation for parents and educators, a parent handbook containing child-development articles and materials, a teacher's manual containing instructions and materials for implementing the program, and an end-of-year program booklet for recording and relaying developmental information about the child to parents, kindergarten teachers, and special educators.

## evidence of effectiveness

In 1976, experimental children achieved significantly higher posttest scores than control-group counterparts on the McCarthy Scales of Children's Abilities (Verbal, Perceptual, General Cognitive, Memory, and Motor subtests) and the Goldman-Fristoe Tests of Articulation.

## implementation requirements

Support of educators, parents, community, and school board or other appropriate agency for a school-based preschool diagnostic program is essential. The project may be adopted by a school district, a local school, a preschool, a Head Start project, or an adult education program. A special site for the Center is useful but not essential. Ongoing communication and cooperation between parents, kindergarten teachers, and program staff (school nurse, psychologist or child-development specialist, and speech/language specialist) are essential to program effectiveness.

## financial requirements

Based on 200 preschoolers and their parents, start-up costs average $53 per child using only within-district staff and $60 per child using supplemental testing staff. Both figures include assessment, personnel inservice, program test materials, and clerical assistance. Child Development Center Dissemination Kits (including Parent Handbook, Teacher Manual, Child Development Articles book, and Master Sheet Portfolio) cost $100.

## services available

An NDN-funded Developer/Demonstrator project.

Awareness materials are available at no cost. Visitors are welcome at project site and at additional demonstration sites in the home state by appointment. Project staff are available to attend out-of-state awareness meetings (costs to be negotiated). Training is provided at project site (costs to be negotiated). Training is also conducted at adopter site (costs to be negotiated).

## contact

Helen Reichman, Project Director; The Child Development Center; Lark View School; 17200 Pinehurst Ln.; Huntington Beach, CA 92647. (714) 848-8407 or 964-3229.

Developmental Funding: USOE ESEA Title IV-C JDRP No. 79-21 Approved: 5/23/79

*Compiled Summer 1980*

## PROJECT COGNITIVELY ORIENTED PRESCHOOL CURRICULUM

## descriptors

Art, Aurally Handicapped, Communication Skills, Learning Disabilities, Mainstreaming, Mentally Handicapped, Orthopedically Handicapped, Preschool Education, Problem Solving, Special Education, Speech Handicapped, Visually Handicapped

## target audience

Approved by JDRP for preschool children of all abilities.

## description

*A preschool program with the designated purpose of mainstreaming mildly and moderately handicapped children with nonhandicapped children.*

The Cognitively Oriented Preschool Curriculum is an open framework model derived from Piagetian theory. The curriculum originated from one of the first early childhood intervention programs of the 1960s, the Ypsilanti-Perry Preschool Project, and was further developed with funding as a demonstration project in the First Chance Network for preschool handicapped. Through designated key experiences for children, teaching and parenting strategies, and child-observation materials, the curriculum provides a decision-making framework. Within this framework, teachers design a classroom program that reflects the expressed needs and interests of the children being served. This approach emphasizes the identification of the child's status on a developmental continuum by examining his/her strengths and accomplishments. The project views discrepancies in behavior between handicapped and nonhandicapped age peers as developmental delays, not as deficiencies. Basing their tasks on this orientation, teachers initiate developmentally appropriate experiences in the classroom that reflect the basic long-range goals of the program. These goals are: to develop children's ability to use a variety of skills in the arts and physical movement; to develop their knowledge of objects as a base of educational concepts; to develop their ability to speak, dramatize, and graphically represent their experiences and communicate these experiences to other children and adults; to develop their ability to work with others, make decisions about what to do and how to do it, and plan their use of time and energy; and to develop their ability to apply their newly acquired reasoning capacity in a wide range of naturally occurring situations and with a variety of materials.

The plan-do-review sequence encourages children to achieve these goals by involving them in decision-making and problem-solving situations throughout the day. The teacher's role is to support the children's decisions and encourage them to extend learning beyond the original plan. Similarly, teachers rely on a basic room arrangement and daily routine designed to stimulate and support active learning.

## evidence of effectiveness

Program children demonstrated significant gains on the McCarthy Scales in the areas of verbal, quantitative, general cognitive, memory, and perceptual development, as well as in problem-solving skills and social skills (as measured by classroom observation).

## implementation requirements

The model can be used by an individual classroom. Inservice training for the classroom teaching team is required.

## financial requirements

The approximate cost per child for the initial year of implementation is $171 for personnel training, $55 for materials, and $23 for trainer travel. Total cost for the second and subsequent years is $48 per child. Cost calculations assume that the curriculum is being adopted by an existing program; personnel and facility costs for the classroom are not taken into account.

## services available

An NDN-funded Developer/Demonstrator project. An OSE Handicapped Children's Early Education Outreach Program.

Awareness materials are available at no cost. Visitors are welcome at project site by appointment. Project staff are available to attend out-of-state awareness meetings (costs to be negotiated). Training is provided at project site (expenses must be paid). Training is also conducted at adopter sites (expenses must be paid).

## contact

Bernie Banet, Acting Director; Preschool Education Department; High/Scope Educational Research Foundation; 600 N. River St.; Ypsilanti, MI 48197. (313) 485-2000.

Developmental Funding: USOE BEH JDRP No. 79-9 Approved: 3/28/79

*Compiled Summer 1980*

## PROJECT COMMUNICATION PROGRAMS

## descriptors

Communication Skills, Kindergarten, Learning Disabilities, Preschool Education, Special Education, Speech Handicapped

## target audience

Approved by JDRP for children ages birth to 6 in early childhood programs with identified or suspected communication deficits (not related to current hearing loss).

## description

*A program to help young children who have a variety of communications and language handicaps.*

The Communication Programs serve classes of young children whose delays and disorders result from a variety of known and unknown etiologies frequently accompanied by other developmental lags or associated handicaps. The program offers training for classroom teachers and Communication Disorders Specialists (CDSs) in classroom management of communication behaviors. It also provides experience in team decision making. Teachers and/or parents are asked to identify their concerns about a child's communication ability or language skill. Assessment tools are used to support the concern and document the severity of the problem. Data taken during classroom activities provide supplementary information that is used in the planning of management strategies. Team members plan individualized programs for each child, arrange for implementation of these programs, and see that data are gathered. Individualized instruction essential to management of target behaviors is achieved by furthering communication skills in every activity of the school day. All language programs are related to the child's communication needs in the environment. Mutual decision making and implementation of programs immediately useful to the child are critical elements of the procedures. Personnel trained in this program have identified the following competencies as uniquely acquired at the training site: ability to identify language problems through classroom observation; ability to plan management strategies that can be implemented in the classroom; ability to arrive at decisions with members of a different discipline. The classrooms are staffed by teachers and Communication Disorders Specialists who work together. Teachers provide the basic programs that give the children opportunities to acquire and practice developmentally appropriate skills. In addition, they manage the day's activities so as to encourage communicative interaction and to provide opportunities for children to practice new language behaviors. The CDS assists the teacher in developing strategies to promote communication and plans and implements finely sequenced programs in a variety of language areas. Parents are an integral part of the team and are involved in the entire process from the time the first goals are established. They are invited to observe regularly and are involved in the home programs when appropriate.

(Communication Programs and Programs for Children with Down Syndrome were both developed by the Model Preschool Center for Handicapped Children, University of Washington, Seattle.)

## evidence of effectiveness

Range of monthly gains in months for project students, 1973-74 -- Peabody Picture Vocabulary Test: 1.18-1.50; Sequenced Inventory of Communication and Language Development/Receptive Section: 1.30-1.86; SICLD/Expressive Section: 1.67-2.05.

## implementation requirements

The essential components needed to implement the Communications Model are a teacher and a CDS speech-language clinician. Ordinary school materials and room arrangements are used. Developmentally ordered assessment tools are needed to document child progress. Training can be provided at the project site or at the Experimental Education Unit.

## financial requirements

Local costs include salaries for qualified teacher and CDS, equipment, supplies, building maintenance, and transportation typical of any quality program.

## services available

An NDN-funded Developer/Demonstrator project. An OSE Handicapped Children's Early Education Outreach Program.

Awareness materials are available. Visitors are welcome. Inservice sessions can be arranged on request (costs to be arranged). Training is conducted at the project site (adopter site must partially subsidize trainer costs as well as cover its own costs). Training is conducted out of state (expenses must be paid). Project staff can attend out-of-state conferences (expenses are covered).


## contact

Rebecca F. DuBose, Director; Model Preschool Center for Handicapped Children; Experimental Education Unit, WJ-10; Child Development and Mental Retardation Center; University of Washington; Seattle, WA 98195. (206) 543-4011.



Developmental Funding: USOE BEH JDRP No. 75-64a Approved: 9/3/75

*Compiled Summer 1980*

## PROJECT THE COMMUNICATIONS WORKSHOP (CWS)

## descriptors

Cross Age Teaching, Learning Disabilities, Mainstreaming, Perceptual Development, Remedial Reading, Secondary Education, Special Education, Team Teaching

## target audience

Approved by JDRP for cross-graded learning-disabled readers with basic skills remedial reading needs, grades 7-12, and for special education teachers, remedial reading teachers, and supplemental teachers. This program has been used in other settings with students qualifying for compensatory education, grades 7-12, and for supplemental instruction, grades 2-6, but no evidence of effectiveness for the latter groups has been submitted to or approved by the Panel.

## description

*An alternative classroom management system providing for teacher-student accountability and self-discipline, which provides teachers with skills, strategies, monitoring capabilities, and attitudes necessary for implementing a cost-effective basic skills reading program.*

Five essential elements support the Communications Workshop model: a personal, humanistic philosophy; an activities monitoring system; a program monitoring system; student motivation strategies; and intervention strategies. The humanistic philosophy is based upon respect for the student as an individual and on the teacher's role as a facilitator of learning in a family-like atmosphere which fosters personal pride and a positive response to the academic setting. Student responsibility for his or her own academic program nurtures self-motivation and self-discipline. The student activities monitoring system relies on systematic personal observations to yield data regarding amounts of time spent in over 100 possible classroom activities, patterns of time usage, materials used, instructional grouping, and actual sequences of activity selection. The program monitoring system permits rapid collection and succinct posting of a wide range of data relative to each student's program, providing information regarding quantity and level of work completed. The system signals the need for teacher intervention and permits early detection and correction of imbalances in students' individualized programs. The student motivation strategies enable the team to create and sustain student interest and are used to modify negative or inconsistent behavior through personally planned interactions. The intervention strategies enable the team to encourage active student involvement in their personal academic programs and to discourage unproductive "non-academic" activities by fostering more positive, personal teacher-student relationships. These strategies may be used to restructure the classroom environment to achieve desired academic results and provide for teacher-student accountability.

## evidence of effectiveness

Testing with Gates-MacGinitie of reading comprehension indicates that the average participant learned 5.52 times faster than prior to entering CWS. In vocabulary knowledge, the average student learned 5.66 times faster. CWS students showed significant improvement in attitude toward school and self as measured by Piers-Harris Children's Self Concept Scale and I.O.X. School Sentiment Index.

## implementation requirements

One full-time teacher must be a skillful and resourceful reading teacher capable of individualizing instruction and demonstrating a humanistic attitude toward teaching. Two part-time supplemental teachers who complement this style of teaching are also needed. If students in the program are to be classified as perceptually impaired, teachers must be properly certified. The physical setting should maintain an informal, open atmoshpere, and classroom furniture that permits freedom of movement should be used. One or several units may be implemented, depending upon need.

## financial requirements

Start-up cost: approximately $140, including four sets of teacher manuals at $35 per set. Each set includes teacher's guide and student activity/program monitoring manuals. A wide variety of commercially available materials and AV equipment already found in most classrooms is used. Other possible start-up costs: travel to adopter site, substitute salary for three teachers. Reassignment of personnel can prevent additional cost for staffing.

## services available

No special network funding supports this project's dissemination efforts.

Awareness materials are available at no cost. Visitors are welcome by appointment. Project staff can attend out-of-state conferences on weekends and in summer (expenses must be paid). Training is provided at project site (adopter pays only its own costs). Training can be conducted out of state on weekends and in summer (expenses must be paid). Alternate contacts: Bernard S. Shore, Director of Special Services, or Aubrey J. Sher, Superintendent of Schools; same address as below.


## contact

John E. Cowen, or Joseph A. Bukovec; Communications Workshop (CWS); Teaneck School System; 1 W. Forest Ave.; Teaneck, NJ 07666. (201) 837-2232, ext. 313.



Developmental Funding: USOE ESEA Titles III and IV-C JDRP No. 78-191 Approved: 6/5/78

*Compiled Summer 1980*

**PROJECT** A COMPREHENSIVE PROGRAM FOR HANDICAPPED PRESCHOOL CHILDREN AND THEIR FAMILIES IN RURAL AND NON-URBAN AREAS

## descriptors

Home Instruction, Multiply Handicapped, Parent Education, Preschool Education, Rural Schools, Screening Tests, Special Education

## target audience

Approved by JDRP for multicategorically handicapped preschool children, birth to age 6, and their families.

## description

*A comprehensive preschool program providing for maximal growth and development of handicapped preschool children and their families in rural areas.*

The program consists of four components on a continuum from prevention to intervention. On the prevention end of the continuum is The Magic Kingdom: A Preschool Screening Program, which identifies children age 3-1/2 through 6 who require more intensive follow-up evaluation and which maintains cost effectiveness through extensive parent involvement. Next on the continuum is Parents and Children Together (PACT), a parent education program that provides prevention and early intervention activities. In PACT, parent facilitators are recruited and parent groups are formed. These groups meet in members' homes to discuss prepared written packets concerning behavior management and social-emotional, speech and language, motor, and cognitive development. Stimulating to Potential (STP) begins the intervention end of the continuum, providing in-home education services to handicapped preschool children. Children enrolled in STP are seen weekly by a home teacher, who develops individual education plans (IEPs) for the children and trains the parents to implement these plans. Guidance and instruction from the home teacher are provided to parents while they implement the IEPs with their own children. The Therapeutic Evaluation and Treatment Center (TETC) provides the most intensive intervention of the four components. In this classroom program, IEPs are developed for each child and implemented by a multidisciplinary staff, with parents observing and participating. In both TETC and STP, observational data collection procedures are used to monitor implementation and to make program updates and revisions as needed.

## evidence of effectiveness

Effectiveness of The Magic Kingdom was demonstrated through correlation of results with results from Metropolitan Readiness Test; of PACT, through pre/posttesting of cognitive gains by parents, parent effectiveness, attendance, and projects; of STP, through pre/posttesting of children in developmental areas with Alpern-Boll Developmental Profile, which showed average gains of .98 to 1.41 months per month of enrollment; of TETC, through pre/posttesting of children in developmental areas with project-developed instrument, which showed average gains of 1.2 to 1.7 months per month of enrollment.

## implementation requirements

For implementation of The Magic Kingdom: two days of training for one paraprofessional; for PACT: two to three days of training for one professional (a paraprofessional can replicate PACT but generally requires four to five days of training); for STP: five days of training for two professionals; for TETC: five to 15 days of training, depending on experience and background, for three professionals.

## financial requirements

Average costs: $4 per child for Magic Kingdom; $30 per family for PACT (including travel and equipment, excluding space); $1,215 per family per year for STP; $1,331 per child per year for TETC (including staff, materials, utilities, space, and travel).

## services available

No special network funding supports this project's dissemination efforts.

Awareness materials are available. Visitors are welcome by appointment. Workshops, speakers, and training in all four exemplary program components as well as follow-up services after training are available at project site and adopter site. Costs are negotiable.

**contact** William F. Hoehle II, Director of Children's Services; Southeast Mental Health and Retardation Center; 108 S. Eighth St.; Fargo, ND 58103. (701) 237-4513, ext. 350.

Developmental Funding: USOE BEH JDRP No. 79-35 Approved: 11/7/79

*Compiled Summer 1980*

## PROJECT

COMPREHENSIVE TRAINING PROGRAM FOR INFANT AND YOUNG CEREBRAL PALSIED CHILDREN (C.P. Project)

## descriptors

Cerebral Palsy, Mainstreaming, Preschool Education, Special Education

## target audience

Approved by JDRP for children three years of age or younger possessing a primary disability of moderate to severe neuromotor handicap with physical impairment of severe dimensions limiting motor activity, and the professionals who serve them.

## description

*A program serving children three years of age and younger having a primary disability of moderate to severe neuromotor handicap with physical impairment severe enough to limit motor activity.*

Children admitted to the Cerebral Palsy Project exhibit feeding, speech, and/or language problems. The children receive a panorama of services, including physical therapy, nutrition, psychological therapy, speech pathology, occupational therapy, special education, social service, and medical service. The primary focus of project activities is on two instructional programs, the Pre-Speech Program and the Language Stimulation Program. Parents take an active part in their children's therapy programs, and they are involved through individual and group conferences with the project social worker.

To date, 69 agencies in the following states are replicating components of the program: Alabama, Arizona, Arkansas, California, Illinois, Iowa, Maryland, Michigan, Minnesota, Montana, New Hampshire, New York, Ohio, Oregon, Pennsylvania, Tennessee, Texas, Washington, Wisconsin. Replicating agencies include school systems, rehabilitation centers, and hospitals serving children ages birth to three years. Three-member teams from each agency are trained in a six-day Fundamental Guidelines Course, and speech pathologists are trained in the use of the Pre-Speech Assessment Scale, which has been specially developed through this project.

## evidence of effectiveness

Pre- and posttest data were analyzed using the Bzoch-League Receptive-Expressive Emergent Language Scale, Mecham Verbal Language and Development Scale, Pre-School Language Scale, and Peabody Picture Vocabulary Test. The mean number of months gained on three of five instruments approaches that expected in normal growth (12 months gain over 12 months). Data were collected for three years during demonstration project.

## implementation requirements

A full-time speech pathologist, a physical therapist, and one other professional are required to attend a six-day workshop. The speech pathologist returns for a course in the Pre-Speech Assessment Scale. The adopting agency must reproduce at least one aspect of the project (Pre-Speech Program, Language Stimulation Program, or Parent Participation Program) within the given structure of that agency's operation. Evaluative tools and treatment guidelines of the project must be implemented within each program aspect replicated. A minimum of three staff members is required on the replication team.

## financial requirements

The three full-time professionals on the team must be allowed paid time off to attend a six-day workshop; the speech therapist must attend an additional workshop. Adopting agencies must pay general tuition fee, travel expenses, room and board for each professional attending. A materials list is available upon request.

## services available

An OSE Handicapped Children's Early Education Outreach Program. No other special network funding supports this project's dissemination efforts.

Awareness materials are available. Visitors are welcome by appointment. Project staff can attend out-of-state conferences (expenses are covered). Training is conducted at the project site for confirmed adopters (project staff expenses must be partially subsidized). A follow-up technical assistance site visit is made to each adopter.

## contact

Rona Alexander; Demmer-Kiwanis Children's Division; Curative Rehabilitation Center; 9001 W. Watertown Plank Rd.; Wauwatosa, WI 53226. (414) 259-1414.

Developmental Funding: USOE BEH JDRP No. 75-62 Approved: 9/3/75

*Compiled Summer 1980*

**PROJECT** COPE: Cognitively Oriented Pre-Primary Experience

## descriptors

Kindergarten, Learning Disabilities, Mainstreaming, Preschool Education, Special Education

## target audience

Approved by JDRP for preprimary students in pre-kindergarten, kindergarten, and transitional first grade from low- and middle-income families, including those with developmental lags and learning disabilities.

## description

*A comprehensive sequentially programmed preprimary curriculum and management system that provides for individual developmental growth and learning of basic readiness skills.*

COPE's wide range of activities and objectives (2-6 years developmentally) makes it effective for use with preprimary children from varied socioeconomic backgrounds and with varied learning needs.

The program is diagnostic/prescriptive. Based on the child's skills and development at entry, he/she works through a series of activities to reach advanced objectives. With its well-defined, step-by-step, closely sequenced levels, the 850-page curriculum is extremely helpful both in determining a child's needs and in stimulating outstanding intellectual, language, and socioemotional growth. Each level is essentially a mini-lesson plan complete with objective, materials, method, and evaluation. Children pursue the objectives through individualized, small-group, and large-group instruction, as well as in free-inquiry situations.

The curriculum consists of two volumes: the Developmental Area contains levels in perceptual-motor, conceptual-language, and socio-emotional development; the Achievement Area contains units of instruction in reading, math, science, social studies, and health/safety.

Teachers and paraprofessionals who attend a COPE workshop not only learn to use the curriculum materials but come to understand a complete classroom management system that helps them put the program to use in their own particular teaching situation.

## evidence of effectiveness

In data collected from 1972-75, participating children demonstrated an average gain of 2.98 months per month of attendance as measured on the Slosson Intelligence Test, equivalent to about three times the normal rate of growth. Comparable gains were shown in testing for language development and socioemotional development.

## implementation requirements

Program may be implemented in individual classrooms, a single school, or a district. Any teacher wishing to implement program and management system must attend a two-day workshop. Workshops are most often conducted at district or regional sites, with administrators and paraprofessionals frequently attending with teachers. Workshops are also conducted at demonstration site. Facilities, space, and instructional equipment required are those typically found in elementary schools.

## financial requirements

One set (two volumes) of COPE curriculum required per classroom at cost of $50 per set. Wide variety of inexpensive teacher-made and commercially available materials may be used with curriculum.

## services available

An NDN-funded Developer/Demonstrator project.

Awareness materials and filmstrip overview available at no cost. Project staff available for awareness presentations at out-of-state conferences and requested sites. Visitors always welcome at demonstration sites. Training and implementation services offered at project or adopter site. The recipient state or LEA pays all or part of D/D travel and per diem. At present, COPE curriculum materials can be obtained only by attendance at a training workshop.

**contact** Mary Alice Felleisen, Training Coordinator; Project COPE; Research for Better Schools; 444 N. Third St.; Philadelphia, PA 19123. (215) 574-9300, ext. 319.

Developmental Funding: USOE ESEA Title III JDRP No. 75-49 Approved: 5/16/75

*Compiled Summer 1980*

## PROJECT DEVELOPING MODELS FOR SPECIAL EDUCATION (DMSE)

## descriptors

Emotionally Disturbed, Learning Disabilities, Mentally Handicapped, Primary Education, Special Education, Teacher Education

## target audience

Approved by JDRP for students in grades K-2 with mild emotional disturbance, specific learning disabilities, and educable mental retardation. This program has been used with the same kinds of students in grades 3-12, but no evidence of effectiveness has been submitted to or approved by the Panel.

## description

*A comprehensive management system for the identification of and intervention with exceptional students.*

The DMSE project is the result of a six-year effort to develop and implement an exemplary management system. The following procedures are incorporated into DMSE's model: early identification of exceptional children, taking into consideration the student in relation to his or her total environment; referral of families to appropriate community service agencies and monitoring of the service delivery; training of regular and exceptional-child teachers.

The project offers training to an interdisciplinary team of district-level personnel designated to carry out DMSE procedures in adopting school districts. The team is composed of the exceptional-student education coordinator, school psychologists, school social workers, and consulting teachers. Training defines responsibilities for individual members of the team to eliminate duplication of services. School psychologists are trained as turnkey trainers to present the Identification Workshop, which trains general educators in the characteristics of exceptional children and fosters more appropriate referrals. Consulting teachers are trained as turnkey trainers to present the IEP Workshop, which provides training in writing Individual Educational Programs (IEPs) using the validated DMSE model, which conforms to P.L. 94-142. The workshop addresses P.L. 94-142, curriculum selection, and the writing of behavior objectives.

A Total Program Manual, which outlines identification and intervention procedures and includes reproducible sample forms, is used in training. Monitoring and technical assistance is available following training and implementation of procedures.

## evidence of effectiveness

Sixty-two children living in two rural low socioeconomic level counties were evaluated in the classroom on the basis of the number of criterion-referenced short-term IEP objectives that were mastered directly following instruction. At least 80% of the students mastered 80% of the prescribed/instructed objectives.

## implementation requirements

The DMSE identification and intervention procedures are available for adoption/adaptation as a total management system. A school system can implement the procedures immediately following one to three days of training, which can be arranged either at the demonstration site or the adopter site. Implementation of the procedures requires the purchase of a Total Program Manual.

## financial requirements

The cost for adoption/adaptation varies according to school system size, degree of implementation, and existing personnel. Program materials required: Total Program Manual, $20.

## services available

An NDN-funded Developer/Demonstrator project.

Awareness materials are available at no cost. Visitors are welcome by appointment. Project staff are available to attend out-of-state awareness meetings (costs to be negotiated). Training is provided at project site (adopter pays only its own costs). Training is also conducted at adopter site (expenses must be paid).

**contact** Deborah King, Director; DMSE Project; P.O. Box 499; Monticello, FL 32344. (904) 997-3781.

Developmental Funding: USOE ESEA Title IV-C JDRP No. 79-6 Approved: 3/16/79

*Compiled Summer 1980*

## PROJECT EARLY PREVENTION OF SCHOOL FAILURE

## descriptors

Bilingual Education, Kindergarten, Learning Disabilities, Mainstreaming, Primary Education, Screening Tests, Special Education, Speech Handicapped

## target audience

Approved by JDRP as a screening and curriculum program appropriate for children age 4-6.

## description

*A program designed to prevent school failure in children age 4-6 through early identification and remediation of developmental learning deficiencies that would adversely affect their school performance.*

The goal of the nationally validated Early Prevention of School Failure program is achieved by successful accomplishment of the following objectives: screening all kindergarten and/or first grade children to identify their skill development in the modalities of language development, fine and gross motor, and auditory and visual perception necessary for success in formal reading and writing curricula; providing professional training for teachers so that they may acquire skills and competencies in providing successful learning experiences for all children (talented, learning disabled, etc.); providing special education services for children identified as having moderate or severe learning problems; providing management guidelines that include parent volunteers and learning center concepts for greater individualization in the learning environment.

In addition to using educational strategies already found successful, a teacher should provide 20-30 minutes of small-group and/or individualized activities daily (based upon screening results and utilizing EPSF management system) for all pupils.

Early Prevention of School Failure program materials include screening instruments, classroom management guides, classroom activity guides, and parent materials.

(Early Prevention of School Failure and Early Prevention of School Failure Migrant Program were both developed by the Peotone School District 207-U in Peotone, Illinois.)

## evidence of effectiveness

Evaluation data demonstrate that achievement growth in all modality areas exceeded project objectives. Further, children initially identified as having severe learning problems made sufficient achievement gains, proving that early identification prevents failure when children are screened and given a systematic educational follow-up.

## implementation requirements

A team of at least four (including kindergarten and/or first grade teachers, special education teacher and psychologist, speech teacher, and an administrator) is involved in a two-day leadership training workshop to become competent in utilizing screening instruments, staffing, educational planning, and management systems. Involvement of parents is encouraged. Follow-up by project site determines effectiveness along with growth as shown on the pre/post-testing data.

## financial requirements

Cost of a two-day leadership training session at project site and/or local school site for school district team (minimum of four persons). One set of curriculum guides and screening materials, $100 per set for each team involved in leadership training. Cost of substitutes for a one-day follow-up inservice training for adopter team.

## services available

An NDN-funded Developer/Demonstrator project.

Awareness materials for interested adopters are available, as are a two-day leadership training session, curriculum materials based upon screening results, screening instruments, and a follow-up by project site.

## contact

Luceille Werner, Project Director; Peotone School District 207-U; 114 N. Second St.; Peotone, IL 60468. (312) 258-3478.

Developmental Funding: USOE ESEA Title III JDRP No. 74-46 Approved: 5/14-15/74

*Compiled Summer 1980*

## PROJECT ELSMERE PROJECT

## descriptors

Adolescents, Children, Daily Living Skills, Mentally Handicapped, School Community Programs, Special Education, Vocational Education, Work Experience Programs

## target audience

Approved by JDRP for students age 5-21 classified by child study teams as trainable mentally handicapped (TMH).

## description

*A basic skills vocational program for trainable mentally retarded age 5-21 that serves as a model for districts implementing special education programs in compliance with P.L. 94-142.*

The Elsmere Project meets the individual needs of TMH students by providing individualized instruction in five essential areas: academics, socialization, independent living, prevocation, and vocation. For each area the curriculum has a double orientation. First, the program emphasizes the acquisition of self-sufficiency to the highest degree possible. The project prepares students to function in the community, to work, travel, shop, enjoy leisure time, and relate to others. Second, vocational skills are presented through these learning areas. Thus, skills and attitudes necessary for engaging in work are emphasized in all learning areas.

Each student is exposed to a simulated work atmosphere, punching a time clock, and so on. Students are involved in rudimentary training and work activities such as assembling, packaging, and collating. More accelerated students participate in a formalized vocational training program which reflects community manpower needs. On-the-job training is provided for students in the final stages of the training program. Each student's level of functioning is determined by the Glassboro Trainable Assessment Profile (G-TAP), a project-developed instrument also used to measure student growth over time.

Because area business leaders are potential employers of TMH citizens, community involvement is an integral part of the project. On-the-job training and student job placement occur through community involvement. Advisory groups and service organizations assist the project by advising on the skills necessary to prepare students for particular jobs.

Parent interest and participation is another component in the success of the Elsmere Project. Parents are provided the background required to perform activities at home that reinforce vocational skills taught at school.

## evidence of effectiveness

Data collected three years after project implementation at the Glassboro site indicate that project students score significantly higher in independent living, socialization, and prevocational skills than a matched control group. In addition, 67% of Elsmere graduates have jobs in sheltered or competitive settings.

## implementation requirements

The Elsmere Project is best adopted at the school level, but smaller units (one, two, or three classrooms) can make partial adoptions. A three-day training workshop must be attended by teachers and participating administrator(s). Adopter agrees to use project-designed student evaluation scale and to furnish data for comparison. Strong administrative support helps to ensure successful adoption.

## financial requirements

Start-up costs for training and curriculum materials: approximately $60 per teacher. Costs for vocationally related equipment and supplies vary, depending on resources available. Maintenance costs are minimal.

## services available

An NDN-funded Developer/Demonstrator project.

Awareness materials are available at no cost. Visitors are welcome by appointment at project site and at additional home-state demonstration sites. Project staff are available to attend out-of-state awareness meetings (costs to be negotiated). Training is provided at project site (adopter pays only its own costs). Training is also conducted at adopter site (costs to be negotiated).

## contact

Pat DeMaris, Project Director; The Elsmere School; Ellis St.; Glassboro, NJ 08028.
(609) 881-5669.

Developmental Funding: USOE ESEA Titles III and IV-C JDRP No. 79-23 Approved: 5/17/79

*Compiled Summer 1980*

## PROJECT

ENGINEERED CLASSROOM FOR STUDENTS WHO ARE BOTH EDUCABLY MENTALLY HANDICAPPED AND BEHAVIORALLY MALADJUSTED

## descriptors

Elementary Education, Emotionally Disturbed, Learning Disabilities, Mainstreaming, Mentally Handicapped, Special Education

## target audience

Approved by JDRP for mildly handicapped (educable mentally handicapped, learning disabled, emotionally disturbed) students, grades 1-6. This program has been used in other settings at the secondary level, but no evidence of effectiveness has been submitted to or approved by the Panel.

## description

*A diagnostic teaching program that provides individualized instruction and engineering of time and behavior for handicapped students.*

The Learning Center instructor, through daily prescriptions or lesson plans, provides each student with a highly structured program in the cognitive and affective domains. Behavioral management skills are emphasized as well as academic growth. The design of the program requires a basic commitment to a least-restrictive alternative program for handicapped students. The design provides direct service to both student and teacher; it is flexible and adaptable, enabling a staffing team to plan a program to meet each student's educational needs.

Project results demonstrate marked improvement, and teacher, student, and parent attitudes are positive. As a result of the project, the degree of integration of the special education students into the regular classroom is so high that it is difficult to tell the handicapped from the non-special education students.

One of the concepts making the program unique is the degree of input the regular classroom teacher has in the program. The teacher is involved in every phase of referral and staffing. He or she continues to be the youngster's homeroom teacher, even though the youngster spends time in the Learning Center. For each child in the program there is a two-way responsibility; Learning Center teachers and regular classroom teachers must communicate. Regular teachers are responsible for meeting each student's educational needs, and if the student is staffed in the Learning Center, the Learning Center teacher has a responsibility to monitor the student's total program. Parental communication is guaranteed by four required home contacts during the year. Through their role in the program, the regular classroom teachers have become more knowledgeable about handicapping characteristics and more competent in working with handicapped students.

## evidence of effectiveness

Some student outcomes (class averages) -- behavioral rating (five-point scale): pretest 2.70; posttest 3.61. Self-concept (preferred responses on 25-question scale): pre 13.64, post 14.97. WRAT, reading: pre 2.73, post 3.38; spelling: pre 1.97; post 2.85; arithmetic: pre 2.10, post 2.90. Parent questionnaire: 100% positive on all questions (91% return).

## implementation requirements

At least three people -- an administrator, a regular classroom teacher, and a special education teacher -- attend a three-day workshop (location and costs to be arranged). Adopter agrees to use same student evaluation scale as project and to furnish results for comparison. D/D agrees to three days' consultation during first year of adoption at site. Project requires district commitment and recommends operating in one building the first year. A classroom, a qualified teacher, an aide, and a variety of materials are required.

## financial requirements

District must employ teacher and aide. Materials and supplies cost $5,000 initially. Other costs depend on what adopter has available, such as furniture for room of 15, audiovisual equipment, etc. In D/D district, cost would be $20,000 for teacher, aide, and materials during first year.

## services available

No special network funding supports this project's dissemination efforts.

Initial awareness material (brochures, videotapes, live presentations) are available at no charge. Awareness manual and one-day conference (at project or adopter site) are also available (costs to be arranged). Visitors are welcome by appointment at several sites. After signing of adoption agreement, a three-day workshop is offered at project or adopter site (costs to be shared). Three days of consultation are free during first year as long as funds are available.

## contact

Robert H. Ostdiek, Federal Programs Coordinator; Papillion-LaVista Public Schools; 420 S. Washington St.; Papillion, NE 68046. (402) 339-3411.

Developmental Funding: USOE ESEA Title III JDRP No. 74-84 Approved: 6/6/74

*Compiled Summer 1980*

## PROJECT

PROJECT ERIN: Early Recognition Intervention Network

## descriptors

Aurally Handicapped, Emotionally Disturbed, Kindergarten, Learning Disabilities, Mainstreaming, Mentally Handicapped, Orthopedically Handicapped, Parent Education, Performance Based Education, Preschool Education, Special Education, Speech Handicaps, Teacher Education, Visually Handicapped

## target audience

Approved by JDRP for children ages 3-7 with mild to severe handicaps in mainstream or special settings, competency-based training programs for regular and special teachers, program coordinators, and parents.

## description

*A competency-based training program for teachers, coordinators, and parents in the modification of environment and materials and in adult intervention to assist young children with special needs in regular and special education settings.*

The ERIN System is being utilized for children ages 2-7 and their parents both in special preschool classroom/home programs serving children with moderate to severe special needs and in regular early childhood (nursery, Head Start, day care) and primary (K-1) programs serving mainstreamed mild to moderate special needs children integrated with their peers.

Personnel involvement/training requires each teacher to implement a sequenced program of observation and curriculum modification weekly for two or more children with special needs. The sequence of units fits into the progression of the school year. The order of units can be changed to meet a system's individual needs. A local coordinator is trained to take over local training and monitoring of the program. The ERIN training program for adults (special or regular teachers and coordinators) provides the equivalent of three to six college credits through attendance at a week-long Institute, plus on-site consultation by ERIN staff. A coordinated parent program for both special and mainstream children is optional.

The child's Individual Education Program is implemented in large and small groups and individually. The teaching adult organizes his/her own learning environment to facilitate participation (social-emotional-affective), body awareness and control, visual-perceptual-motor, and language skills. Depending on the age of the child, these are organized into self-help, developmental concept, and academic readiness content areas. Initially, the curriculum approach focuses on general classroom/home modifications of the physical space and daily time units, learning materials and their organization into learning sequences, the grouping of children, and teacher cueing/monitoring. This is followed by the teaching of specific skills to subgroups and/or individual children by the teacher, parent, or volunteer, with much greater intensity in specialized programs.

## evidence of effectiveness

Specialized programs: preschool children (moderate to severe special needs) gained five extra months' development during a six-month period (McCarthy Scales of Children's Abilities). Mainstream programs: K-1 children (mild to moderate special needs) showed greater gains than control children on McCarthy Scales, Metropolitan Readiness Test, and Preschool Screening System.

## implementation requirements

Initial five-day Institute for teacher/coordinators, plus classroom follow-up by local coordinator, with on-site visit(s) by ERIN consultant during the first year. Strong administrative support and a multiyear involvement of geometrically decreasing ERIN support is necessary for implementation of a range of regular and special classroom and home teaching components.

## financial requirements

Costs of program replication include Institute fees ($250 per local coordinator/trainer), teacher packets ($25 per teacher), and a coordinator's material kit ($250); cost of staff training; and travel and per diem for ERIN staff member providing follow-up monitoring. Maintenance involves no appreciable increase in most districts' current operating expenses. Materials required for program implementation are already found in most early childhood classrooms.

## services available

An NDN-funded Developer/Demonstrator project. An OSE Handicapped Children's Early Education Outreach Program.

Awareness materials are available, including price lists. Visitors are welcome at centers in the Northeast and Florida by appointment. Five-day institutes are held in summer, or on request for self-contained groups. Institutes and on-site training and consultation by ERIN staff are available at part-cost if adopter's setting fulfills BEH/HCEEP criteria, or on individual contract to school systems and agencies.

## contact

Trudy A. Schrandt, Project Disseminator; Project ERIN; 376 Bridge St.; Dedham, MA 02026. (617) 329-5529.

Developmental Funding: USOE BEH JDRP No. 78-186 Approved: 7/13/78

*Compiled Summer 1980*

## PROJECT

EVERY CHILD A WINNER With Movement Education

## descriptors

Aurally Handicapped, Emotionally Disturbed, Kindergarten, Learning Disabilities, Mainstreaming, Mentally Handicapped, Movement Education, Orthopedically Handicapped, Physical Education, Self Concept, Special Education, Speech Handicapped, Visually Handicapped

## target audience

Approved by JDRP for students, grades K-6.

## description

*An individualized movement education program providing mainstreaming and success experiences for all children regardless of physical or mental ability.*

The program design provides developmental movement experiences for children centered on themes of space awareness, body awareness, quality of body movement, and relationships. These themes are taught through creative games, crrative dance, and educational gymnastics. Competition is found in the program only when child-designed. The project slogan, "Every Child A Winner," finds expression through the discovery learning approach to teaching movement. Students are encouraged to reach their personal potential, and "winning" occurs as each child does his or her best.

Every Child A Winner -- Lesson Plans includes 31 behaviorally stated objectives, with lesson plans written to enable teachers to meet these objectives. Training is designed to help classroom teachers and physical educators implement the lessons. The lessons are designed to enhance the child's self-concept and to improve academic skills as well as movement skills.

Phase I Training (three days) includes an accountability model for program implementation, teaching techniques for Every Child A Winner movement lessons, and sessions on public relations related to successful implementation of the program. Phase II Training (two-day continuation) provides detailed information on refining students' movement skills and assistance in implementing in the upper grades.

Project should be implemented first in K-3, with a plan for expanding to K-6.

## evidence of effectiveness

Evaluation was conducted on students grades 1-6 over a three-year period. Pre- and posttesting on a random sample included the Washington State Fitness Test, AAHPER Fitness Test, Minnesota Motor Skills Test, California Inventory of Personality, and the SRA Math and Reading Test. The data showed improvement in all areas, physical fitness and motor skill levels being elevated significantly ($p \leq .05$).

## implementation requirements

Program can be conducted by classroom teachers and/or physical educators. Pupil-teacher ratio 1:30. Five-day training is essential, with a plan for additional inservice at the adopter site. Facilities needed are a multipurpose room or indoor area large enough for participation, as well as outdoor space to conduct movement lessons. Schedule of 30 minutes per day, five days per week. Equipment for each child beginning at kindergarten or K-3 from list supplied by project. Training materials and resource books are required. A signed agreement is required between the project director and adopter.

## financial requirements

Training materials: one copy per training participant, Every Child A Winner...A Practical Approach to Movement Education, $7 each. Resource book list and equipment list supplied by project. Costs vary depending on number of students involved.

## services available

An NDN-funded Developer/Demonstrator project.

Project consultants provide technical assistance and training in program implementation to contracted adopters. Phase I and II Training is conducted at developer or adopter site. Training materials are obtained from the project. One-day awareness training is provided at demonstration school sites for potential adopters; this includes detailed information on adoption requirements and a tour through the program. Awareness packets available on request. Visitors welcome twice weekly October-April. Contact D/D two weeks in advance.

## contact

Martha F. Owens; Every Child A Winner; Irwin County Schools; Box 141; Ocilla, GA 31774. (912) 468-7098.

Developmental Funding: USOE ESEA Title III JDRP No. 74-60 Approved: 6/6/74

*Compiled Summer 1980*

## PROJECT

FAMILY ORIENTED STRUCTURED PRESCHOOL ACTIVITY (Seton Hall Program)

## descriptors

Aurally Handicapped, Emotionally Disturbed, Home Instruction, Learning Disabilities, Mainstreaming, Mentally Handicapped, Orthopedically Handicapped, Parent Education, Preschool Education, Special Education, Speech Handicapped, Visually Handicapped

## target audience

Approved by JDRP for children age 4-5 -- mainstreaming, special education, Title I -- and their parents.

## description

*A program that prepares the parent to be the child's first and most significant teacher.*

A child's capacity to learn is not entirely inherited, but is developed. Most of a child's basic intelligence is formed by the time he/she reaches school age. Parents are very effective educators, but need information on teaching methods and materials. Home environment has a greater effect on academic achievement than does the quality of the school. A warm, intimate, continuous loving and sharing can grow from the parent's role as first teacher. Such relationships with parents give the child support, confidence, motivation, and feelings of self-worth basic to continuous success in education. This is the philosophy basic to District 742's venture in early childhood/family education. Beginning at Seton Hall with four-year-olds and their parents, the program has expanded to include sites at all elementary schools in the district. This activity is funded by Adult Vocational Education, Community Education.

Family Oriented Structured Preschool Activity is designed to involve all parents and their four-year-old children in preschool activities that stimulate and reinforce interaction within the family. Parents accompany their child to the neighborhood elementary school once a week from September to May for a two-hour session. While at school, parents work and play with their children at learning stations set up in basic skill areas within an environment designed to meet the developing needs of the whole child. Parents observe formal model teaching and informal child-teacher interaction. They participate in a discussion group, facilitated by a parent educator, in which they receive support and information. In this supportive, caring environment, they learn how to be with their child as they teach. They choose home-activity kits designed to promote parent-child interaction and growth in basic skill areas, based on a validated assessment of the child's skills.

(Funds were provided by two private foundations to begin development and implementation of a new program in the fall of 1977 serving parents and children 0-4 years of age.)

## evidence of effectiveness

Evidence of cognitive growth of the child is clear. The evaluation design measures the number of skills participants have when entering and leaving the program. Of 22 skills assessed, participants possessed over 25% more than comparison group. Parents indicated gains in personal development, parent-child relationships, their roles as parents and teachers, their ability to use the community as a learning resource, and their partnership with schools to their childrens' profit.

## implementation requirements

Adoption may be total or partial (to be negotiated). Staff: a parent educator and a teacher or teacher assistant. This staff can be part- or full-time, depending on number of families served. (Example: 30 families = three groups at two hours of contact time per week = six hours.) Facilities: a room for parent discussion group and an early childhood room. Many sites use a kindergarten room after school hours. Training: a two- or three-day workshop.

## financial requirements

Materials: a guide to establishing and directing the program, $25; Parent Handbook, $8; In-Center Learning Stations, $6; Children's Room Curriculum, $6; Parent Discussion-Group Curriculum, $6; At-Home Activity Kits, $30; supplemental at-home activity kits, $22. (All available only to adopters.) Equipment: for learning stations, $300; one set of Activity Kits, $260. Staffing: professional parent educator, part-time; professional or nonprofessional teacher assistant, part-time.

## services available

An NDN-funded Developer/Demonstrator project.

Awareness materials are available at no cost. Visitors are welcome Monday through Thursday, day or evening, October through April, by appointment. One-day in-depth awareness presentations are available for out-of-state meetings (costs to be negotiated). Two-day training workshops are available at project site six times yearly. Two-day training workshops can be conducted at adopter site (costs to be negotiated). Follow-up technical assistance can be provided by telephone or visit to adopter site.

## contact

Elaine McCormick Wray, Program Director; District #742 Community Schools; Seton Hall; 1204 7th Street South; St. Cloud, MN 56301. (612) 253-5828.

Developmental Funding: USOE ESEA Title III JDRP No. 75-48 Approved: 5/15/75

*Compiled Summer 1980*

**PROJECT** INSERVICE TRAINING IN THE TEACHING RESEARCH DATA BASED CLASSROOM FOR SEVERELY HANDICAPPED SCHOOL-AGE CHILDREN

## descriptors

Adolescents, Autism, Cerebral Palsy, Children, Home Instruction, Multiply Handicapped, Self Care Skills, Special Education, Teacher Education

## target audience

Approved by JDRP for students, ages 8-18, with noncategorical handicaps, their teachers and aides.

## description

*A data-based classroom for individualized instruction of students 8-18 with multiple handicaps, cerebral palsy, and/or autism, and an inservice training program for teachers and aides.*

Self-help, practical living, motor, language, and cognitive skills, as well as social behavior, are taught in the data-based classroom to students classified as mentally retarded, cerebral palsied, autistic, emotionally disturbed, multiply handicapped, or deaf/blind. Students are tested to determine which skills they should be taught, with the final decision made by the parents and educational staff together. Aides, volunteers, and parents all assist teachers with the individualized instruction for each child. Most of the one-to-one teaching is done by volunteers; teachers and aides conduct group instruction. In addition, teachers instruct parents and "home providers" in techniques to use with their children.

The inservice training program assumes one week of intensive work in a demonstration classroom at Teaching Research and two follow-up visits by Teaching Research staff at the trainees' schools. Clearly identified are the objectives to be attained during the first week of training and numerous data collection procedures for determining the degree to which teachers are assimilating the new skills. The two follow-up visits occur 8-12 weeks and 24-28 weeks after training. During each, Teaching Research staff record the number and quality of the data-based classroom techniques the teachers are using and help the teachers apply the methods and materials presented during training.

Teaching Research's data-based classroom, which has been replicated throughout the country, is described in A Data-Based Classroom for the Moderately and Severely Handicapped (Fredericks, et al., 1979).

(Inservice Training in the Teaching Research Data Based Classroom for Severely Handicapped School-Age Children and The Teaching Research Infant and Child Center Classroom for Moderately and Severely Handicapped Children were both developed by Teaching Research, a division of the Oregon State System of Higher Education, Monmouth.)

## evidence of effectiveness

Trainees in 1978-79 completed 98% of the training objectives at specified levels, showing that the TR Inservice Model can be taught; 28 weeks after training, 92% of the model components had been incorporated in trainees' classrooms, with 87% meeting the established criteria, showing that the model can be implemented. Data from a standard test administered statewide annually to TMR students showed a statistically significant increase in the performance of model-trained teachers' students.

## implementation requirements

The Data-Based Classroom can be adopted for an individual classroom. A large work area for group instruction and a minimum of five individual areas, as well as materials suitable for multiply handicapped children, are required. The original model was developed with one teacher and one aide per 12 children. Volunteers are suggested when the staff/student ratio is low. Training is required for the teacher, optional for aides. The Inservice Training program also requires a classroom and materials as well as training for the adopting district's teaching and training staff.

## financial requirements

Classroom costs for 14 students in a 12-month period at Teaching Research, including one teacher, two aides, one administrator (half-time), and supplies, per pupil: $4,822 for start-up, $4,157 for continuation. Twelve months' training for each of 28 trainees, including two trips to Teaching Research: $1,484 per trainee.

## services available

No special network funding supports this project's dissemination efforts.

Awareness materials are available. Visitors are welcome. Training is conducted at Teaching Research. Training and follow-up expenses are negotiable.

**contact** Torry Piazza Templeman; Teaching Research; Oregon College of Education, Todd Hall; Monmouth, OR 97361. (503) 838-1220, ext. 401.

Developmental Funding: USOE BEH JDRP No. 79-34 Approved: 11/7/79

*Compiled Summer 1980*

## PROJECT INTERACTIVE CURRICULAR EXPERIENCE

## descriptors

Adolescents, Adult Education, Children, Home Instruction, Mentally Handicapped, School Community Programs, Special Education

## target audience

Approved by JDRP for the trainable mentally handicapped, ages 3-21. The program has been used in other settings with hearing impaired, physically impaired, learning disabled, emotionally disturbed, and Title I students, but no evidence of effectiveness has been submitted to or approved by the Panel.

## description

*A process approach to developing individualized programs for the handicapped student using home, school, and community resources.*

Home, school, and community resources are tapped in developing the individualized educational program for each student. Teachers specially trained in curriculum, behavior management, family involvement, community interaction, and process management train families in instructional and behavior management techniques, help parents understand what their children can be expected to achieve, maintain liaison between school and home, coordinate home and school instruction, help parents in using community resources, and train school aides and volunteers.

Each student's objectives focus on the acquisition of skills necessary for functioning in the community. For example, the student completes an application form (for a Social Security card, a job, a driver's license, etc.). Students receive 15-75 minutes of instruction per week on selected objectives in school and an average of 10 minutes per week at home on the same objectives.

Parents and community members take part in the processes of setting student goals and of adapting existing curricular materials to assist students to reach these independence goals. Community members are also oriented toward involvement in the school advisory committee, student job placement, fund raising, and volunteer activities.

## evidence of effectiveness

The multiple time-series, multiple baseline evaluation design incorporated pre/post criterion-referenced tests of the objectives sequenced for each student. Overall, students mastered 84.9% of the objectives prescribed and taught.

## implementation requirements

The process can be used school-wide or for a program within a school. Teachers and staff receive 36 hours of inservice prior to implementation, usually in two three-day sessions. New staff can be trained by experienced teachers with project-developed materials. Parents receive three to five hours of training from teachers. Each classroom needs the five project-produced training modules, and each school needs a complete ICE Box and Trainer Pack, containing filmstrips, cassettes, transparencies, and inservice training suggestions. The student curriculum is adapted or developed to adopter needs, using the interactive process and teacher-made or commercially available materials.

## financial requirements

Costs for a school with 10 teachers and 90 students are $730 the first year for materials and equipment, $515 in subsequent years; $1750 for first-year training, $700 in subsequent years; $500 yearly for travel in conducting family and community awareness activities.

## services available

No special network funding supports this project's dissemination efforts.

Various awareness materials are available. A filmstrip-cassette describing the program, its development, and training materials is available for rent. Visitors are welcome at the demonstration site by appointment. All training costs must be paid by the adopter. Project staff are available to provide orientations, inservice training, and technical assistance and to attend out-of-state conferences at adopter expense.

## contact

Susan C. Goodall, Project Director; Margaret K. Lewis Center; 1527 Lincoln Avenue; Panama City, FL 32405. (904) 785-7608.

Developmental Funding: USOE ESEA Titles III and IV-C JDRP No. 80-3 Approved: 4/22/80

*Compiled Summer 1980*

## PROJECT

LEARNCYCLE: Responsive Teaching

## descriptors

Elementary Education, Emotionally Disturbed, Kindergarten, Learning Disabilities, Mainstreaming, Mentally Handicapped, Secondary Education, Special Education, Teacher Education

## target audience

Approved by JDRP for teachers of special education or mainstreamed students, grades K-9, and teacher trainers and consultants.

## description

*An intensive teacher training program developing flexible, effective skills for managing and teaching mainstreamed or high-risk students.*

The program includes two levels of training.

Responsive Teaching for Mainstreaming and Accountability comprises a variety of reinforcement-based teaching techniques, including precision teaching, contingency management, and token economies. Through lecture, demonstration, role playing, data collection, and task groups, participants learn to generate their own unique behavioral programs. The course also shows teachers how to monitor, evaluate, and revise their programs to meet changing student needs and observe recent accountability mandates. Short pre- and posttests let participants assess their mastery of the teaching skills. Classroom applications may include any of the following: a change in schedule of activities (to motivate difficult tasks by following them with more enjoyable ones); a redirection of teacher attention; use of readily available reinforcers (recess, privileges, special activities) in simple token exchange systems; precise systems for monitoring and reinforcing students' behavioral change with tokens and concrete reinforcers. What implementation is chosen depends on students' needs and teacher preference. A unique feature is training of teachers in proven ways to enlist the support of a whole class for program success with one or two high-risk students. Further, teachers are trained in an overall problem-solving method that allows them to adapt the program instantly to new situations.

Training to Train allows districts that desire an ongoing training capacity to have graduates of the first course trained to train others. They learn how to tailor courses to the individual needs of their trainees, as well as how to deal with system-wide implications of program implementation. A Behavior Analysis Mainstreaming Model allows participants to relate student needs and training and support needs to available support services in developing a comprehensive mainstreaming plan.

## evidence of effectiveness

Student "on task" behavior increased by class from 50-80% as measured in twice-weekly in-class observations using the sequential Becker system; disruptive and "off task" behavior decreased correspondingly. Teachers' ability to teach high-risk or mainstreamed youngsters doubled, as demonstrated by a 50% decrease in teacher referrals. Population: varied, from middle-income suburban to low-income urban. Evaluation dates: 1970-72.

## implementation requirements

No special staffing or facilities are required. Adoption involves only a change in teacher, trainer, or consultant. For classroom implementation an adopting unit is an individual teacher. Training for teachers: one three-day sequence. One to two months after training and at six-month intervals thereafter, teachers submit brief data on student behavior change. Training for turnkey trainer or consultant in a position to offer back home training to colleagues: one two-day sequence in addition to three-day teacher's sequence. Certification is contingent on completion of follow-up activities tailored to adopter setting.

## financial requirements

Learncycle Teachers Manual, $4. Adopter shares cost of project staff travel, per diem, and time. Per-learner cost of program implementation: $0-$5 per year, depending on individual adopter and population served. Cost of training for adopter staff by turnkey trainer or consultant: commensurate with local costs for inservice.

## services available

An NDN-funded Developer/Demonstrator project.

Awareness materials are available at no cost. A slide-cassette is available on loan. Project staff are available to attend out-of-state awareness meetings (costs to be negotiated). Training is conducted at adopter site or for a group of adopters at a common site (expenses must be shared). Follow-up consultation and visits are available to adopters (expenses must be shared).


## contact

Hilde Weisert, Project Director; Learncycle; Box 274; Teaneck, NJ 07666. (201) 833-0588.



Developmental Funding: USOE ESEA Title III JDRP No. 74-53 Approved: 5/24/74

*Compiled Summer 1980*

## PROJECT

PROJECT LEARNING DISABILITIES: Early Identification and Intervention

## descriptors

Kindergarten, Learning Disabilities, Mainstreaming, Primary Education, Special Education

## target audience

Approved by JDRP for students with learning disabilities, grades K-2.

## description

*An early identification program for students with learning disabilities.*

Project Learning Disabilities' overall goal was to identify students with learning disabilities in the kindergarten and provide special instruction within the structure of the regular classroom and/or resource room. To achieve this goal, activities were conducted in the student, teacher, and parent components. The objective of the student component was to improve the achievement skills, social skills, and self-concepts of children with learning disabilities. The objective of the teacher component was to improve the classroom teachers' competencies in applying remediation techniques to children with learning disabilities in their classrooms. The objective of the parent component was to involve parents in the education of their children so as to increase their understanding of characteristics of children with learning disabilities, the need for learning disabilities programs, and child-rearing techniques for children with learning disabilities.

Activities for the student involved the development and use of individual prescriptions. Regular classroom teachers were trained to identify and remediate learning-disabled students. Resource teachers were employed to act as consultants and helpers to assigned classroom teachers who taught the target students. The resource teachers wrote instructional prescriptions for the target students, reviewed the prescriptions with the classroom teachers, and trained them in use of the prescriptions. Parents were actively involved in the education of their children as they visited the classroom and participated in training sessions.

## evidence of effectiveness

The evaluation plan for the first year of the project was a pre/posttest design using data collected from target students in areas of achievement skills, social skills, and self-concept. The Walker Readiness Test indicated that students gained more in achievement than expected -- a mean gain of 8.75 pre/post (.001 level of significance). The Thomas Self-Concept Test showed gains at the .01 level of significance.

## implementation requirements

Adopting administration must be committed to starting a learning disabilities program and to setting up an evaluation plan for adopting district. Staffing requires a certified special education teacher. Facilities and space found in any typical elementary school are adequate to the program's needs. Program can be adopted by one elementary school or by all elementary schools in a system.

## financial requirements

Start-up cost varies according to personnel available. School districts must have special education teachers and qualified personnel to evaluate students. Cost of equipment and materials for resource room also varies according to needs assessment. A wide variety of commercially available materials already found in most classrooms is used.

## services available

No special network funding supports this project's dissemination efforts.

Awareness materials are available at no cost. Curriculum materials are available to adopters at no cost. Visitors are welcome at project site by appointment. Training is provided at project site (adopter pays only its own expenses). Training is also conducted at adopter site (adopter must pay travel expenses). Follow-up technical assistance to adopter is available.

## contact

Ruth Arnaud, Coordinator; Project Learning Disabilities; Lafayette School; 2424 Carrollton St., New Orleans, LA 70118. (504) 865-1837.

Developmental Funding: USOE ESEA Title III JDRP No. 9 Approved: 4/19/73

*Compiled Summer 1980*

## PROJECT

MACOMB 0-3 REGIONAL PROJECT: A Rural Child/Parent Service

## descriptors

Aurally Handicapped, Cerebral Palsy, Down Syndrome, Emotionally Disturbed, Language Handicaps, Mainstreaming, Mentally Handicapped, Multiply Handicapped, Orthopedically Handicapped, Preschool Education, Rural Schools, Special Education, Speech Handicapped, Visually Handicapped

## target audience

Approved by JDRP for children from birth to age 3 and their parents.

## description

*A project that provides home-based remedial and educational services to handicapped children and their parents in rural areas.*

The program has two main goals: to provide an effective educational and remedial program for the optimal development of handicapped infants and children in rural areas, and to help parents who live in rural areas acquire skills and knowledge that will make them more effective in dealing with their handicapped child. The assumption on which development of the project was based is that parental involvement and cooperation, and enthusiasm and coordination among the persons who work with the child and family are all essential.

The project uses a number of materials and services to attain its goals, including referrals, screening, diagnosis, and assessment; home visits; sharing centers for parents and children; and a simple-to-use core curriculum that provides appropriate developmental goals in cognitive, language, self-help, gross motor, social, and sensory areas. Staff include full-time Child Development Specialists (CDSs), who act as case managers and perform other functions. A CDS works closely with children and parents and is trained to recognize the need for specialists, such as speech therapists and physicians, and to obtain their services. Project staff also work to make the best use of the limited medical and support services available in rural areas. By participating in interagency community councils, providing service to community groups, and working closely with public school personnel, they help to foster cooperation among agencies.

Parents are involved in a variety of ways. During weekly project visits to the homes of project children, the CDS and the parent work as a team with the child. Parents also participate in the planning and conduct of biweekly meetings at sharing centers, which are located in community building or homes and which function much like cooperative nursery schools, providing a transition between home and center-based activities.

## evidence of effectiveness

All participants are pre- and posttested using the Alpern-Boll Developmental Profile and the Bzoch-League Test of Receptive and Expressive Emergent Language. Test data indicate that the program has significant development impact. Complete entrance-exit data for 34 children served by the project during an 18-month period are available.

## implementation requirements

A single agency or person may replicate the whole model or any component(s) (Home Visits, Sharing Center, Water Activities [WADE]). Adopter participates in initial staff training at project site and follow-up training (as needed) at adopter site; conducts follow-up evaluation two and four months after implementation; completes questionnaires; and supplies information on the number of children and parents involved and on children's handicapping conditions. Staff must have training and/or experience in services for handicapped children. Home Visits component requires an office with ample storage space. Sharing Center requires a large, empty ground-floor room. WADE requires a swimming pool with roped-off shallow end and senior lifesaver.

## financial requirements

For 15 children, minimum cost per child is approximately $2,410 for the first year and $2,240 for subsequent years. Costs include personnel, training, travel, equipment, and materials. A curriculum guide for Sharing Centers, a core curriculum, a series of papers on pertinent topics, videotapes, and slide-tapes are available from the project.

## services available

An OSE Handicapped Children's Early Education Outreach Program. No other special network funding supports this project's dissemination efforts.

Single copies of awareness materials are available free to potential adopters (additional copies available at cost). Visitors are welcome at project site by appointment. Training is conducted at project site and adopter site (adopter pays only its own costs). Follow-up services are available free to adopters at project site (adopter pays only its own costs).

## contact

Patricia Hutinger, Director; Macomb 0-3 Regional Project; Room 27, Horrabin Hall; Western Illinois University; Macomb, IL 61455. (309) 298-1634.

Developmental Funding: USOE BEH JDRP No. 80-8 Approved: 6/17/10

*Compiled Summer 1980*

## PROJECT

MAPPS: Multi-Agency Project for Pre-Schoolers

## descriptors

Cerebral Palsy, Down Syndrome, Emotionally Disturbed, Home Instruction, Language Handicaps, Learning Disabilities, Mainstreaming, Mentally Handicapped, Multiply Handicapped, Orthopedically Handicapped, Preschool Education, Rural Schools, Special Education, Speech Handicapped, Visually Handicapped

## target audience

Approved by JDRP for handicapped children, birth to age 5.

## description

*An intervention program for handicapped children and their parents in remote areas.*

The Multi-Agency Project for Pre-Schoolers is a home- and community-based intervention program for handicapped children in rural and remote areas, where professionals trained to work with handicapped children are often lacking. The program makes it possible for parents to act as intervention agents for their own handicapped children from birth to age 3 by providing parents with a detailed and specific curriculum, training them in its use, and providing weekly monitoring. For handicapped children ages 3-5, the program makes the use of existing preschool and community day care services practical by providing curriculum materials and training for parents and teachers.

The heart of the program is the Curriculum and Monitoring System (CAMS), which covers five curriculum areas: receptive language, expressive language, motor development, self-help development, and social-emotional development. The system includes five sequenced curriculum programs with detailed teaching instructions appropriate for use by persons of various backgrounds, a manual providing an overview of the CAMS model and explaining the procedures for use of the curriculum programs, tests to determine where each child should be placed in each program, and an introductory slide-tape presentation. Behavioral principles, particularly those related to programmed instruction, were the basis for the design and development of these materials.

## evidence of effectiveness

Standardized and criterion-referenced pre- and posttests, including the Bayley Scales of Infant Development, the Peabody Picture Vocabulary Test, the Assessment of Children's Language Comprehension, and the Visual Motor Integration Scale, as well as criterion measures developed by the project, showed significant improvement over a nine-month period.

## implementation requirements

Implementers may be a single teacher, a school, a district, or combination of districts. The CAMS materials and training manual for training both parents and teachers must be used. On-site training as well as follow-up technical assistance visits may be nogotiated.

## financial requirements

Based upon figures for serving 50 children, costs of the program for personnel, training, equipment and materials, travel, and technical assistance were $75,000 for start-up and $70,000 per year thereafter, with an average cost per student of $1,400 per year.

## services available

An OSE Handicapped Children's Early Education Outreach Program. No other special network funding supports this project's dissemination efforts.

Awareness materials are available at no cost. Visitors are welcome at project site or at replication sites around the region. Project staff are available to attend some out-of-state awareness meetings. Training is also available at the adopter site (costs to be negotiated). Follow-up to the adopter is available.

## contact

Glendon Casto; University Affiliated Exceptional Child Center; Utah State University; Logan, UT 84322. (801) 750-2000.

Developmental Funding: USOE BEH JDRP No. 80-7 Approved: 6/17/80

*Compiled Summer 1980*

**PROJECT** MECCA: Make Every Child Capable of Achieving

**descriptors** Kindergarten, Learning Disabilities, Mainstreaming, Primary Education, Special Education

**target audience** Approved by JDRP for kindergarten and first grade.

**description** *An intervention program for vulnerable children (with a deficit in a skill area) in regular classes in their first years of schooling.*

In the MECCA program, a learning disabilities teacher, with the help of the classroom teacher and a classroom aide, provides observation, profiling, and intervention within the regular kindergarten classroom for children with potential learning problems. The program utilizes a team made up of a special education teacher, a classroom teacher, and an aide, who together analyze the activities of the curriculum into the tasks that a child must accomplish in order to be successful in the activity. The purposes of this task analysis process are to think carefully about what is asked of the child and to observe where the child is successful and where he/she needs help. The intervention aspect of the MECCA program is based on the principle of beginning at the level where the child achieves success and proceeding sequentially through the difficult steps to new successes. After the initial training period, the classroom teacher and the special education teacher train each other to combine teaching strategies and curricula for individualized instruction.

**evidence of effectiveness** Extensive evaluation since 1973-74 by an outside evaluator demonstrates that children with potential learning problems receiving the MECCA program of early intervention show significant differences on standardized measures of readiness compared with children in alternate treatment and control groups. On standardized tests, 70% of the MECCA children evidence average or above-average performance in readiness skills at the end of kindergarten.

**implementation requirements** The program requires a minimum of one classroom teacher, one part-time aide, and 30 minutes per class session (per day or half-day) from a special education teacher. The program can be adopted by a single class or all K-1 classes in a district. Teachers must be willing to individualize teaching and share space and responsibilities with aide and special education teacher/consultant.

**financial requirements** Start-up and maintenance costs: approximately $40 per pupil. Reduction in total cost occurs as fewer pupils in upper grades require special education services.

**services available** No special network funding supports this project's dissemination efforts.

Awareness and curriculum materials are available. Visitors are welcome on school days.

**contact** Peter R. Chester, Supervisor; Board of Education; City Hall; Meriden, CT 06450.
(203) 634-0003, ext. 317.

Developmental Funding: USOE BEH Title VI-G JDRP No. 77-111 Approved: 3/23/77

*Compiled Summer 1980*

## PROJECT MODIFICATION OF CHILDREN'S ORAL LANGUAGE

**descriptors** Adult Education, Aurally Handicapped, Bilingual Education, Elementary Education, Kindergarten, Language Handicaps, Learning Disabilities, Mainstreaming, Mentally Retarded, Orthopedically Handicapped, Performance Based Education, Preschool Education, Screening Tests, Secondary Education, Special Education, Visually Handicapped

**target audience** Approved by JDRP for language-handicapped students, preschool to adult.

**description** *A special program for training staff to work with students having language disabilities.*

This project is based on materials and instructional methods of the Monterey Language Program. These language-teaching programs combine modern linguistic theory with advanced behavioral technology applied to teaching. The programs are universal: designed for any individual with a language problem, regardless of the reason for that language-learning disability. The curriculum and individual program design include a screening procedure, individual placement, automatic branching, and continuous data collection for evaluation. With the Monterey Language Program, it is possible to obtain accurate pre- and posttest measures of a student's progress in syntactical and overall expression. The program also helps language-deficient individuals acquire language skills in a short period of time. It is completely individualized and performance-based instruction. In addition to providing teachers with materials, an objective of the project is to provide teachers with an instructional strategy and to assist them in becoming proficient in techniques for using the materials. Implementation of the program includes training, on-site supervision, refresher conferences, and data monitoring. Language remediation services may be expanded without increasing staff by using aides, parents, or other volunteers.

The language program is effective with children and adults defined as language delayed, deaf, hard-of-hearing, mentally retarded, or physically handicapped and with the non-English-speaking or English-as-second-language individual. It is particularly valuable in early childhood education centers, classes for the educable and trainably mentally retarded, and speech-correction centers..

(This program was originally developed in eastern Pennsylvania through the Central Susquehanna Intermediate Unit, but now operates at Monterey Learning Systems, Palo Alto, California.)

**evidence of effectiveness** Evaluation of significant language behavior in students was done through the Programmed Conditioning for Language Test. In 1973, mean pretest score for group was 13.2%; posttest, 98.6%. Other standardized tests were also used to demonstrate gains, e.g., the Peabody Picture Vocabulary Test, the Northwestern Syntax Screening Test, and the Boehm. Data were collected over a two-year period. Students had varying language disabilities.

**implementation requirements** An initial four- to five-day training workshop is required. Follow-up on-site visits are required at scheduled intervals. From two to four instructors should be selected for additional training, so they in turn can become trainers of new people in the district. Unit for training ranges from 10-20.

**financial requirements** Monterey Language Program Starter Kits: $105 for each project participant. Area must contract with Monterey Learning Systems for training aspects of project. The only other start-up cost is development of a reinforcement menu.

**services available** An NDN-funded Developer/Demonstrator project.

Awareness materials are available at no cost. Visitors are welcome by appointment at project site and additional demonstration sites out of state. Project staff are available to attend out-of-state awareness meetings (costs to be negotiated). Training is conducted at adopter site (costs to be negotiated).

**contact** Betty H. Igel; Monterey Learning Systems; 900 Welch Rd.; Palo Alto, CA 94304. (415) 324-8980.

Developmental Funding: USOE ESEA Title III JDRP No. 6 Approved: 4/16/73

*Compiled Summer 1980*

## PROJECT NORTHWEST SPECIAL EDUCATION (NWSE)

## descriptors

Elementary Education, Learning Disabilities, Mainstreaming, Secondary Education, Special Education, Team Teaching

## target audience

Approved by JDRP for students with specific learning disabilities (SLD), grades 1-8. This program has been used in other settings with grades K and 9, but no evidence of effectiveness has been submitted to or approved by the Panel.

## description

*A systematic way of training classroom teachers to focus on specific learning disability (SLD) students.*

Northwest Special Education is designed to offer classroom teachers a way to focus on individual students who have specific learning disabilities. Teachers are provided with new ways of observing children, interacting with students, parents, specialists, and each other. This project is effective for use as inservice for classroom teachers to comply with the "Bill of Rights for the Handicapped," P.L. 94-142. The central emphasis of the experience is on team planning in order to develop individualized educational programs. Specialized learning disabilities personnel are required to serve as team coordinators and in consultive and resource capacities for this special service. Regular staffings and monitoring of the teacher during the initiation of this clinical teaching approach are required.

Project NWSE provides a framework that describes a process for personalizing instruction. The critical elements of the process are assessment, programming, and evaluation. The skills learned by the teacher are informal individualized testing, observation, planning objectives, developing curriculum, reporting, evaluating, and teaming.

Adoption of the NWSE project becomes a "course in a child" as the teacher approaches the child in a systematic way to determine how to teach him/her effectively. The requirement of specificity in planning, reporting, and evaluating enables the teacher to be trained while providing services to the student. The teaching effort culminates in the development of a unique instructional material and method which is named for the student. An SLD student's success or failure in school is a function of the interaction between the student's strengths, weaknesses, and limitations and the specific classroom situational factors which the student encounters. The project format enables the learning specialist to help teachers develop the ability to conceptualize a child's problem.

## evidence of effectiveness

Pre/post data on criterion-referenced and selected standardized tests demonstrate that achievement referenced to the type of instruction moved the group average (using the pretest mean as a baseline) from the 50th to the 69th percentile. This represents a sizable gain for students not expected to learn incidentally. Tests used: Screening Test to Be Used by Classroom Teacher, Wold; Classroom Reading Inventory, Silvaroli; Wide Range Achievement Test; Key Math, Dolch Word Lists, and NWSE instruments.

## implementation requirements

Project staff are interested in locating educators willing to assume an in-depth teaching responsibility for SLD students. Administrative commitment to be demonstrated by provision of a completed needs assessment, release time for staff development, and budgeting of funds for materials and travel. The program may be implemented by classroom teachers with specialized support from special education personnel. Facilities and space found in schools are adequate. Technical assistance and staff training are necessary both prior to and during implementation and with follow-up and monitoring activities. Requires no reassignment of personnel.

## financial requirements

Start-up costs for training and testing materials: approximately $50 per teacher. Maintenance cost: $2 per pupil. Permission to reproduce project-developed materials is given. Other costs: staff release time and substitutes; space for training and follow-up activities; trainer's time, travel, and per diem for training at adopter site.

## services available

No special network funding supports this project's dissemination efforts.

Awareness, training, and follow-up materials and services are available on a limited basis (costs to be negotiated).


## contact

Joan Bonsness, Project Director; Northwest Special Education; Box 585; Lignite, ND 58752. (701) 933-2532.



Developmental Funding: USOE ESEA Title III JDRP No. 75-7 Approved: 1/15/75

*Compiled Summer 1980*

## PROJECT

OKLAHOMA CHILD SERVICE DEMONSTRATION CENTER FOR SECONDARY LD STUDENTS

## descriptors

Learning Disabilities, Mainstreaming, Secondary Education, Special Education

## target audience

Approved by JDRP for learning-disabled students in grades 7-12.

## description

*An individualized diagnostic/prescriptive teaching intervention system that has proven highly successful with learning-disabled adolescents.*

The major goal of this project is to provide each identified learning-disabled student of secondary school age within the target population with a specific prescriptive learning program enabling that student to develop skills and knowledge at a rate commensurate with his/her ability level. The model is basically a diagnostic/prescriptive intervention system. Components include: a professionally staffed learning lab, a prescriptive diagnostician who has particular ability in developing educational intervention programs for individual students, and a media library for use by the learning disabilities teacher to implement intervention strategies.

Students placed are those who were noted in a psychoeducational evaluation to have a specific learning disability of a perceptual, conceptual, or integrative nature.

The curriculum provided within this diagnostic/prescriptive project follows the curriculum offered in the regular classroom where possible. A student with a reading disability might spend two periods daily in the learning lab during English and social studies periods. Another student with a math disability might spend only one period each day in the learning lab during regular math class time. At other times, LD students are integrated into the regular curriculum. This arrangement, the least restrictive alternative, does not necessitate that curriculum content be similar in the regular and learning lab classrooms. The content for the learning lab is determined by a prescription from the prescriptive teacher aimed at helping the student remediate or compensate for his/her learning disability.

## evidence of effectiveness

A three-year evaluation design showed a significant increase in verbal I.Q. (Wechsler Intelligence Scale) and reading achievement (WRAT and Durrell Reading Test) as compared to control group (actual gain in reading achievement 274% of expected gain) and a reliable increase in areas of personal and social self-esteem (Piers-Harris Self Concept Scale). One in five students in the program (18%) is successfully mainstreamed after one year in the program.

## implementation requirements

A classroom to use as a learning lab. A certified LD teacher to staff the learning lab and a prescriptive diagnostician to write prescriptions and provide follow-up. A three-day training workshop from the Oklahoma Child Service Demonstration Center. Equipment and materials appropriate for LD adolescents. A commitment to the model and its use by the adopting school district. Expenses of a staff member from the developer project for a one-day follow-up consulting visit to adopter site. Pre/post Wide Range Achievement Test scores of all students in program must be provided to developer project. Adaptations are possible.

## financial requirements

Start-up costs (excluding salaries) vary from $500-$2,500 per learning lab to provide for equipment and materials. A variety of high-interest, low-vocabulary commercial materials is recommended. Equipment required (tape recorders, language masters, filmstrip viewers, calculators) is commonly found in learning labs. Other costs: travel, lodging, and meals for two trainers during three-day training and one or two follow-up visits.

## services available

An NDN-funded Developer/Demonstrator project.

Visitors are welcome. Three-day training workshop at project or adopter site (adopter pays own and staff costs). Project staff available for awareness conferences (expenses must be partially subsidized). Awareness brochure, free; Multi-Media Materials Catalogue, $7.50; I Used To Could Spell Wensday (catalogue of teacher- and student-made materials), $6; Teacher Training Manual, $6; Diagnostic Evaluation Forms, $5; Crosscurrents: Prescriptive Teaching Handbook, $7; and a series of videotapes, $5 each for three-week loan.


## contact

Linda C. Wilson-Bryant, Developer/Demonstrator Director; Oklahoma Child Service Demonstration Center; Hillside School; Rt. 3; Cushing, OK 74023. (918) 225-4711 or -1882.



Developmental Funding: USOE BEH Title VI-G JDRP No. 76-103 Approved: 10/18/76

*Compiled Summer 1980*

## PROJECT

PA: Project Advocate -- Northwestern Illinois Association

## descriptors

Adolescents, Behavior Problems, Children, Communication Skills, Elementary Education, Emotionally Disturbed, Learning Disabilities, Parent Education, Special Education

## target audience

Approved by JDRP for students from preschool to tenth grade (ages 4-16) with severe emotional or behavioral disorders.

## description

*A consistent, data-based, intensive learning environment for students.*

PA is a short-term (three- or four-semester), self-contained, regional special education program for severely behavior-disordered students. Referrals prevent extrusion into hospitals or residential facilities. Students are referred because they are noncompliant, swear, talk back, pester, disrupt classroom environment, destroy property, steal, or are physically abusive. Most have difficulty with authority figures, complying with requests, and self-control; however, they are not hard-core delinquents, psychotic, or autistic. The student body is multiracial.

Through structure and the reinforcement of positive interactions, students are assisted in making adaptive decisions. PA uses positive reinforcement and a token economy. Students are on a behavioral-level system. Each level has more privileges. Quiet-training procedures are utilized for disruptive behavior: chair in corner, mat, or time-out room.

The four major aspects of the program are academics, social behaviors, affective curriculum (decision making, values, relaxation training via group process), and parent groups (teaching child-management skills) and family therapy. Behavioral objectives are reviewed three times per year and revised as necessary. The techniques and procedures are derived from experimental analysis of behavior, broad spectrum behavior therapy, and humanistic education.

PA support staff integrate students into LEA programs in the home community and provide follow-up consultation.

## evidence of effectiveness

Program participants showed one month academic gain per month. In 1977-78, following JDRP approval, Brigance Diagnostic Inventory of Basic Skills showed 80% decrease in inappropriate behaviors. By end of second semester, 85% of students were completing assignments, with 90% of work correct. Improvement in parent-child management skills was evaluated via self-report data. Population: low-income urban.

## implementation requirements

Program may be adopted by school, district, or co-op. Administrator, diagnostic consultant, and parent-student counselor: MA and two to four years' experience. Teachers: BA certification in BD or LD. Aides (one per class): high school diploma. Speech therapist: MA. Inservice training (before initiation of program): 40-60 hours. Software: intake criteria and checklists, token economy, policies/procedures manual.

## financial requirements

For 65 students: instructional materials, $1,000; inservice software, $500; affective curriculum (start-up), $500. Salaries will vary. Gross cost per student per school year, $5,000-$6,000 before state and/or federal reimbursement for personnel and extraordinary services for students.

## services available

No special network funding supports this project's dissemination efforts.

Awareness materials are available at cost. Visitors are welcome by appointment. Training or consultation may be conducted at project site or adopter site (adopter must cover all training costs as well as own costs).

## contact

Mark L. Becker, Project Advocate; 210 S. Sixth St.; Geneva, IL 60134. (312) 232-7997.

Developmental Funding: USOE ESEA Title III JDRP No. 75-61 Approved: 7/24/75

*Compiled Summer 1980*

## PROJECT

PARENT-CHILD EARLY EDUCATION PROGRAM (Saturday School)

## descriptors

Aurally Handicapped, Emotionally Disturbed, Home Instruction, Learning Disabilities, Mainstreaming, Mentally Handicapped, Orthopedically Handicapped, Preschool Education, Special Education, Speech Handicapped, Visually Handicapped

## target audience

Approved by JDRP as a program for four-year-olds, including those with special problems. This program has been used in other settings with three-year-olds and their parents, but no evidence of effectiveness has been submitted to or approved by the Panel.

## description

*A program, available to all four-year-old children and to high-risk three-year-olds, structured to increase each child's chances for success in school.*

The overall objective of the district-wide programs is to increase each child's chances for success in school, with a particular concern for locating, testing, and treating children with special problems. We test children, beginning at age three, then provide the specialist staff for weekly home-teaching follow-up with child and parents on any problem that could interfere with later learning. When our children are four, we provide a comprehensive program -- called Saturday School -- which not only is still home-based and parent-child centered but brings child and parent to school. Saturday School has four major components. The first unites assessment with diagnosis and follow-up. Every child is individually tested in language, motor, perception, general knowledge, hearing, and vision. Twelve to fifteen percent require through-the-year specialist help. An additional number receive short-term attention. The second component is a three-hour school "day" on Saturdays that mainstreams even the most severely handicapped. Four-year-olds rotate in small groups to four learning centers, led by a teacher or parent, for skill and concept development activities in language, math, motor, art, auditory, or visual discrimination. Seventy-eight percent of the parents teach once every six weeks. The third component is weekly one-hour home teaching visits including two or three neighboring children and their parents. Children with special problems are visited each week by a teacher-specialist. The fourth component consists of home teaching throughout the week by parents, who receive a weekly home activity guide suggesting learning "games." Two additional features make Saturday School unique. Child Development Consultants provide consultative services: they work with teacher-specialists in diagnosis and individual programming, consult with parents and teachers, and provide teacher training during the year. Second, Saturday School makes staff development a continuous process: teachers and teacher-specialists meet one week before school starts plus two half-days each week during the school year to plan, confer, and receive training.

## evidence of effectiveness

Average gains of all Saturday School students: 16 months in intellectual growth (Slosson Intelligence Test); 15 months in language development (Merrill Language Test); 12 months in visual-motor skills (Beery Test of Visual-Motor Integration). Follow-up studies show Saturday School children now in sixth grade score higher on achievement tests than children with and without preschool experience. Children in Title I areas score significantly higher on kindergarten achievement tests.

## implementation requirements

Program may be adopted totally or in part. Staff training is conducted in three-day institutes at developer site. Program may be adapted by an individual school or entire district, in a rural or urban setting. It is easily adapted for Title I funding. Program requires a commitment to work with parents. Adapters should also develop means of evaluating school year gains of children (but may use different tests). Project materials may be used by adapting schools.

## financial requirements

Saturday School's average cost (1979-80): $425 per child (enrollment, 700). Materials average an additional $10 per child. Program uses otherwise vacant kindergarten classrooms on Saturdays and available materials found in classrooms. Program started with half-time teacher and specialist staff, 20 hours per week; staff now full-time. Some consultative staff are needed, but available school district personnel and community resources may be used.

## services available

No special network funding supports this project's dissemination efforts.

Awareness brochure and materials list are available. Visitors are welcome by appointment.

## contact

Marion M. Wilson, Director; Early Education; Ferguson-Florissant School District; 655 January Ave.; Ferguson, MO 63135. (314) 595-2354 or -2355.

Developmental Funding: USOE ESEA Title III JDRP No. 74-47 Approved: 5/23/74

*Compiled Summer 1980*

## PROJECT

PEECH: Precise Early Education for Children with Handicaps

## descriptors

Learning Disabilities, Mainstreaming, Preschool Education, Screening Tests, Special Education

## target audience

Approved by JDRP for handicapped children age 3-6 and their families.

## description

*An individualized educational program designed to enhance the development of preschool handicapped children while involving family members in the educational process.*

The PEECH Project serves handicapped children age 3-6 functioning in a wide intellectual range with a multiplicity of cognitive, language, speech, social, emotional, and/or motor problems. The majority of children are identified through community-based screenings for all young children. Children identified as high-risk receive an in-depth psychoeducational assessment to determine eligibility. Also integrated into the program are children who have no special educational needs. These children serve as models for language, cognitive, motor, and social skills.

Children are enrolled in a classroom program for a half-day five days a week. Educational needs are determined by systematic observations of each child. This procedure provides information on each child's level of functioning in the fine motor, gross motor, language, math, social, and self-help areas. Program features include a low student/teacher ratio, a positive approach to behavior management, extensive training and involvement of paraprofessionals as teachers, a carefully structured learning environment, and precise planning and evaluation of daily individualized teaching sessions.

Families are involved through an extensive individualized program. Parents have input into the educational program. Parent conferences, home visits, group meetings, classroom observation, and other activities are employed to help family members. A resource room serves as a lending library for parents interested in books and tapes for themselves, as well as in books, records, and toys for their children.

One staff member should be assigned the responsibility (and time) for coordinating screening, child assessment, classroom programming, staff training, and evaluation, and for acting as liaison with the PEECH demonstration site. Optimal staffing consists of one head teacher and one paraprofessional, with ancillary service from a speech and language therapist, psychologist, social worker, and occupational therapist, but a basic program can be implemented by a trained teacher and paraprofessional only.

## evidence of effectiveness

The mean I.Q. of all children (handicapped and model) enrolled in one PEECH classroom was 87, with a range from 35-125. Posttests revealed a gain of 9.1 points (for a posttest range of 47-136). Of these children, 86% entered a regular educational program, with only 14% being placed in a special program.

## implementation requirements

Adopters must independently identify a source of funding and administrative support for the hiring and training of staff, screen and identify children, provide classrooms for program, and administer a battery of pre/posttests to all participating children.

## financial requirements

Project-developed training materials are provided to adopters free of charge. A wide variety of commercially available instructional materials already found in most preschool classrooms is used. Adopters must send teachers to a one-week training workshop at the University of Illinois in September.

## services available

An NDN-funded Developer/Demonstrator project. An OSE Handicapped Children's Early Education Outreach Program.

Awareness materials are available at no cost. Visitors are welcome by appointment. Project staff are available to attend out-of-state awareness meetings (costs to be negotiated). Training is conducted in three stages: preservice is provided at adopter site, training continues with a one-week workshop at project site, and inservice is provided at adopter site for the remainder of the school year.

## contact

Merle B. Karnes, Director; PEECH; Institute for Child Behavior and Development; University of Illinois; Colonel Wolfe School; 403 East Healey; Champaign, IL 61820. (217) 333-4890.

Developmental Funding: USOE BEH JDRP No. 75-74 Approved: 11/10/75

*Compiled Summer 1980*

## PROJECT

PEOPEL: Physical Education Opportunity Program for Exceptional Learners

## descriptors

Aurally Handicapped, Emotionally Disturbed, Learning Disabilities, Mentally Handicapped, Orthopedically Handicapped, Peer Teaching, Physical Education, Secondary Education, Special Education, Speech Handicapped, Visually Handicapped

## target audience

Approved by JDRP for handicapped students and nonhandicapped peer tutors, grades 9-12. This program has been adapted for use in middle and elementary schools, but no evidence of effectiveness has been submitted to or approved by the Panel.

## description

*A specially designed, success-oriented physical education program for high school students with unique needs utilizing peer tutors (student aides) to emphasize individualized learning and instruction.*

Project PEOPEL was developed to help schools meet the needs of both handicapped (exceptional) and nonhandicapped students through peer tutoring in a success-oriented physical education experience. PEOPEL is designed for students who because of some physical, mental, social, or emotional condition will benefit more from an individualized program than from general physical education. Through individualized learning in physical education, students develop mental, social, emotional, and physical abilities at their own pace. The emphasis on the individualized learning of a variety of physical activities is possible by utilizing peer tutors, called PEOPEL Student Aides, who have completed a special training/orientation class and are under the direct supervision of the physical education teacher. This provides a one-to-one instruction ratio in a coeducational setting with up to 30 students per class (15 exceptional learners and 15 student aides). Each student experiences fun and daily success in a variety of individual, dual, or team activities. The organization of PEOPEL classes is similar to that of general physical education classes. In addition, students are pretested to determine entry skill level based on performance objectives within the Unit of Instruction. The PEOPEL Teacher's Guide has 35 separate Units of Instruction which were developed with task-analyzed performance objectives. Unit of Instruction Performance Objectives are included for history, basic rules, etiquette, terminology, safety, and skill progressions. Other PEOPEL materials are the Administrative Guide and Student Aide Training Manual.

PEOPEL inservice training is designed to assist physical education teachers and staff in implementing the peer teaching components of PEOPEL within their school. Training encompasses both administrative and instructional considerations, as well as short- and long-term planning.

## evidence of effectiveness

Evaluation of high school students was conducted over a three-year period by pre- and posttesting on a four-item composite Physical Fitness Battery and the Wear's Physical Education Attitude Scale. The data showed significant gains in fitness and attitudes of PEOPEL students ($p \leq .05$) with minimal or no gains in control group ("adapted P.E." with no student aides).

## implementation requirements

Program implementation is flexible according to the needs of students, a class, a school, or a district. Instructional procedures enable a school/district to implement PEOPEL with student aides and exceptional students with varying abilities in grades 9-12. No special equipment or facilities are required. Inservice training is designed to meet the needs of the participating teachers, program, and schools. With training, existing teaching personnel who have a sincere interest can implement the program.

## financial requirements

Training materials (PEOPEL guides, manual, and assessment charts), $5 per participant. Training materials provide administrative and instructional guideline considerations for programming in physical education with trained student aides. Other materials and costs available upon request. Implementation costs based on teacher's salary at 30:1 student-to-teacher ratio. General physical education equipment used.

## services available

An NDN-funded Developer/Demonstrator project.

Awareness materials are available at no cost. Visitors are welcome by appointment. Training is conducted at project site (adopter pays only its own costs). Training is also conducted at out-of-state sites (expenses must be paid). Follow-up services are available to adopters (expenses must be shared).

## contact

Ed Long, Director; Project PEOPEL; Phoenix Union High School System; 2526 W. Osborn Rd.; Phoenix, AZ 85017. (602) 257-3034.

Developmental Funding: USOE ESEA Titles III and IV-C JDRP No. 79-10 Approved: 3/28/79

*Compiled Summer 1980*

**PROJECT** PEORIA 0-3 PROJECT -- Replication of an Interdisciplinary Approach to the Early Education of Handicapped Children Ages 0-3

## descriptors

Home Instruction, Mentally Handicapped, Orthopedically Handicapped, Preschool Education, Special Education

## target audience

Approved by JDRP for handicapped infants, ages 0-3, and persons dealing with this population (occupational/physical/speech therapists, parents, home trainers, teachers, social workers, psychologists/administrators, and volunteers).

## description

*A medical/educational model based on a developmental-task analysis approach to individualized prescriptive teaching, delivered in the home by parents with assistance from professionals.*

The ongoing direct service program serves children ages 0-3 at risk, mentally retarded and/or orthopedically handicapped. The service program includes a diagnostic and evaluation service, Individual Educational Program (IEP) planning, direct service home-based programming (including occupational, physical, and speech therapy when appropriate), parent support systems, and a class for 18- to 36-month-old handicapped infants.

Based on results of the Functional Profile, a project-designed tool assessing a child's functioning levels in six basic areas, the child's developmental program is designed by the parent and an interdisciplinary team composed of a social worker, a child development specialist, and occupational, physical, and speech therapists. This plan is reviewed weekly. Each discipline contributes activities, called targets, to the home program plan. The child development specialist takes weekly target lessons into the home, presents the lesson to the child, models it for the parent, records the child's baseline performance, and explains procedures for recording the child's response on an activity chart. Continuous monitoring of the activity chart, coupled with information from parents, permits appropriate changes in instructional strategies. Since many children in the program are multiply and/or physically involved, ongoing medical supervision is provided, and outpatient physical and/or occupational therapy services are available. Parent involvement is viewed as crucial to the success of the educational program, and parent support systems are an integral part of the program. Individual parent counseling sessions are available, and ongoing parent discussion groups are maintained.

Modeled on the direct service program, the training program assists agencies serving children ages 0-3 to develop and/or upgrade services to handicapped infants and toddlers. Individually designed to meet the needs of the local agency and/or community, training involves an intensive two- or three-day initial workshop and four to six days of follow-up training at adopter site. Within one year, trainees achieve competencies necessary to implement the program model in their local agency or program.

## evidence of effectiveness

Over a one-year period, 99 children from a variety of socioeconomic backgrounds were measured with the Functional Profile (a project-designed instrument; reliability and concurrent validities established in an independent study) and the Denver Developmental Screening Test. Study design compared actual growth with estimated growth. Significant gains were found in personal, social, cognitive-linguistic-verbal, eating, toileting, and dressing. Gains for fine and gross motor were not as great; half of the test population was orthopedically handicapped.

## implementation requirements

Adopters must currently be serving an infant/toddler population. Staffing required for a 20-child program: a child development specialist (full-time), a speech therapist (part-time), and an occupational and/or physical therapist (part-time). Access to a diagnostic and evaluation clinic is required. Adopters must be willing to work with parents. Project focus is to provide comprehensive services. Individual components can be adopted, subject to needs assessment of the individual community. Two or more components must be adopted/adapted to be considered an implementation. A minimum two-year commitment is required.

## financial requirements

Start-up cost of the direct services program for 20 children: $1,200-$2,000; this figure includes books, materials, and equipment. Approximate cost of the home-based component per child per year, including therapy: $2,000. Cost of training for LEAs depends on the amount of federal funding available to support the effort.

## services available

An OSE Handicapped Children's Early Education Outreach Program. No other special network funding supports this project's dissemination efforts.

Awareness materials are available at no cost. Visitors are welcome by appointment. Project staff are available for out-of-state awareness meetings (cost to be negotiated). Training is conducted at project site (adopter pays only its own costs). Training is also available at adopter site (cost to be negotiated).

**contact** Karen Hurst, Project Director; Peoria 0-3 Project; United Cerebral Palsy and Peoria Association for Retarded Citizens; 320 E. Armstrong; Peoria, IL 61603. (309) 672-6358.

Developmental Funding: USOE BEH JDRP No. 79-1 Approved: 2/15/79

*Compiled Summer 1980*

## PROJECT

PILOT PROJECT UTILIZING SUPPORTIVE PERSONNEL USING BEHAVIOR MODIFICATION TECHNIQUES WITH ARTICULATORY DISORDERED CHILDREN

## descriptors

Elementary Education, Kindergarten, Secondary Education, Special Education, Speech Handicapped, Teacher Educatic..

## target audience

Approved by JDRP for speech clinicians and administrators.

## description

*A model for expanding speech therapy delivery through training of paraprofessionals as communication aides.*

The basic aim is to release clinicians from minor problems so that they are able to spend more time with children with severe speech problems. Communication aides are hired and trained to run operant programs with K-12 children with minor articulation problems under the direct supervision of a speech clinician. The professional clinicians train the aides, perform all diagnostic testing, determine prescriptions, and make all therapy decisions. If the problem is mild, such as simple lisping, sound distortion, or omission, the child is turned over to an aide. Aides work with 9-14 students for 20-30 minutes each.

Initial aide training takes two days, followed by a week of work with a clinician. The aides handle an average of 70 students per year.

Before the project began, it cost about $120 to give each student the speech assistance he or she needed. The use of aides has cut this figure in half. Formerly, clinicians spent 85% of their time in group speech sessions and only 15% in individual therapy sessions. Two years after the project started, these figures were almost reversed, with 83% of the treatment in individual therapy and 17% in group.

## evidence of effectiveness

Data show that children with minor problems can correct a sound in eight weeks at a 96%-correct criterion (McDonald Screening DEEP Test of Articulation, 1971-72). After one year of operation, 46% of the moderately disordered children in the project were dismissed from therapy. In the previous year, only 23% had been considered eligible for release from the program.

## implementation requirements

Hiring, training, inservice, and scheduling of communication aides require approximately one month for speech clinicians.

No special facilities are required.

## financial requirements

Approximately $5,500 per communication aide. This figure includes training, salary, and materials for 70 children. Commercial as well as locally prepared materials and record keeping forms may be used.

## services available

No special network funding supports this project's dissemination efforts.

Awareness materials are available at no cost. Visitors are welcome any time. Training is conducted at the project site (costs to be arranged). Training is conducted out of state (costs to be arranged). Project staff can attend out-of-state conferences.

## contact

Kenneth D. Barker, Supervisor; Clinical Speech Services; Area Education Agency #16; 509 Melrose Ct.; Burlington, IA 52601. (319) 754-5771.

Developmental Funding: USOE ESEA Title III JDRP No. 74-117 Approved: 12/6/74

*Compiled Summer 1980*

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## PROJECT

THE PORTAGE PROJECT: A Home Approach to the Early Education of Handicapped Children

## descriptors

Home Instruction, Parent Education, Preschool Education, Special Education

## target audience

Approved by JDRP for handicapped children, mental age 0-6, preschool programs, nonhandicapped Head Start home-based programs.

## description

*A home-teaching program serving multicategorical handicapped children from birth to six years of age.*

The Portage Project is financially supported by 23 local school districts in south-central Wisconsin in cooperation with the Wisconsin Department of Public Instruction. The program provides a home teacher to each family each week to aid parents in assessing the child's present skill level in five developmental areas, targeting emerging skills, developing skills necessary to teach the child, defining appropriate teaching techniques, and evaluating the child's performance.

The program follows a precision teaching model and is based on the premise that effective parent involvement is the main ingredient in effective, long-term early childhood intervention. During the home visit, the home teacher demonstrates how the parent is to teach the child during the week, and baseline data are recorded. The parents then model the teaching process for the home teacher and a system for recording child performance is determined. Three or four prescriptions are left weekly, and parents teach the child daily and record the child's progress. On the following home visit, the home teacher records post-baseline data on each task that serve as the basis for weekly curriculum modification.

A new aspect of the project is the Portage Parent Program, a systematic parent-training component to improve parental skills in the teaching and child-management domains. During the regular home visit session, instruction is provided for the parent as well for as the child.

## evidence of effectiveness

As measured by the Cattell Infant Test and Stanford-Binet, children in the project (mean I.Q. 75) gained 15 months in an eight-month period. Another evaluation measure showed that greater gains were made by Portage Project children in mental age and in language, academic, and socialization skills than by children receiving only classroom instruction. The Portage Project has been replicated in approximately 30 sites. All have demonstrated similar gains.

## implementation requirements

Three teachers (professional and paraprofessional) and one master teacher (professional) should be employed 100% on the project. Resource personnel should be available to the staff for assessment and curriculum planning. All instruction takes place in the child's home. The only facility necessary is a small office for storing materials and for staff meetings. Initial training consists of four or five days of intensive instruction at the replication site. One or two follow-up visits must be scheduled during the year to assess program effectiveness and evaluate curriculum planning, data collection, and the home teaching process.

## financial requirements

Based on a nine and one-half month school year, per-pupil cost averages $650. Start-up cost ranges from $775-$1,600 per child per year (data secured from replication sites).

## services available

An NDN-funded Developer/Demonstrator project. An OSE Handicapped Children's Early Education Outreach Program.

Awareness materials are available at no cost. Visitors are welcome at project site by appointment. Project staff are available to attend out-of-state awareness meetings (costs to be negotiated). Monthly training sessions for potential adopters are provided at project site (adopter pays only its own costs). Project prefers to conduct training at adopter sites (expenses are covered).

## contact

David E. Shearer, Project Director, or Neal Schortinghuis, Co-Director; Cooperative Educational Service Agency 12; 412 E. Slifer St.; P.O. Box 564; Portage, WI 53901. (608) 742-5342.

Developmental Funding: USOE BEH JDRP No. 75-75 Approved: 11/10/75

*Compiled Summer 1980*

**PROJECT** PRECISION TEACHING PROJECT: The Sacajawea Plan

**descriptors** Kindergarten, Learning Disabilities, Mainstreaming, Primary Education, Special Education

**target audience** Approved by JDRP for all students, grades K-4. It has been used in other settings with grades 5-8, but no evidence of effectiveness has been submitted to or approved by the Panel.

**description** *A precision teaching model designed to remediate and build basic tool skills through five components: screening, identification, remediation, continuous measurement, and data-based decisions.*

The overall intent of the Precision Teaching Project has been to develop a model for the delivery of educational services to elementary students who have been identified as experiencing learning deficits. Precision teaching procedures have been used not only in identifying these students, but also as remediation tactics. (Precision teaching is a set of measurement procedures based on direct, daily assessment.) A resource room is provided for students with more severe learning deficits, while the regular classroom deals with basic skills and minimal problems. One-minute practice sheets are used extensively as a means of building basic tool skills to a level where students are capable of competing within the regular classroom. Direct and daily measurement procedures are employed, using both the manager and the student in recording and charting. Curricular decisions are based on available data.

Resource teachers as well as regular classroom teachers use precision teaching procedures, which include curriculum materials developed within the project. Instructional methods include one-minute practice sheets from the Precision Teaching materials bank and data-based decisions made from the standard behavior chart.

**evidence of effectiveness** Of the 19 experimental/control group comparisons analyzed in 1973 using standardized achievement tests and one-minute probes, 15 variables measured showed the experimental group to be superior on the posttest. In 1976, a follow-up study of the students identified and remediated in 1973 showed the experimental group still superior in 79% of variables as measured by the California Achievement Test, Wide Range Achievement Test, and one-minute probes.

**implementation requirements** An adoption commitment can be made by any unit -- district (urban/rural), single school, or classroom. For on-site training, units should be limited to 15, and for off-site training, to 20. Adopting units should include building or program administrator, support personnel (e.g., psychologist), and regular education and/or special education teachers. Initial training requires three days and is available at project or adopter site, and additional follow-up training (three days maximum) is provided at adopter site. Equipment costs are minimal. In most cases existing facilities can be used. Adopting units agree to implement all five components.

**financial requirements** Required: Training Manual, $5 (one per trainee); chart paper, $32 per ream (two sheets per child); Materials Directory, $3 (one per unit); practice sheets, 5¢ per sheet. Optional: Math Materials Notebook, $35 (one per school; includes 500 practice sheets, which can be reproduced); one-minute timer or stopwatch or tape (one per trainee); Implementation Handbook, $5 (one per school); Language Arts Notebook, $35 (one per school).

**services available** An NDN-funded Developer/Demonstrator project.

Awareness materials are available at no cost. Visitors are welcome by appointment. Training is conducted at project site or adopter site with follow-up at adopter site. Awareness sessions are conducted out of state (costs to be arranged). Project staff are available to attend out-of-state conferences or workshops (costs to be arranged).

**contact** Ray Beck, Project Director; Precision Teaching Project; 3300 Third Street Northeast; Great Falls, MT 59404. (406) 791-2270.

Developmental Funding: USOE ESEA Titles III and IV-C JDRP No. 75-25 Approved: 5/6/75 5/17/79

*Compiled Summer 1980*

**PROJECT** PREVENTION OF LEARNING DISABILITIES: An Interdisciplinary Model

## descriptors

Kindergarten, Learning Disabilities, Mainstreaming, Screening Tests, Special Education

## target audience

Approved by JDRP for children in grades 1-2. This program has been used in other settings with children in kindergarten and clinically with older children who have neuropsychological deficits, but no evidence of effectiveness has been submitted to or approved by the Panel.

## description

*A program to prevent the cognitive and emotional effects of learning disability by early identification and educational intervention.*

The program provides a three-part approach to the prevention of learning disabilities: scanning, diagnosis, and intervention. Scanning locates vulnerable children through SEARCH, an individual 20-minute test administered by teachers and educational assistants to all children in kindergarten or early in first grade. SEARCH taps the neuropsychological precursors of learning problems in young children, yielding data required for setting intervention priorities, allocating diagnostic services, and building teaching plans to guide intervention. Raw test scores may be evaluated either by age or local norms. Age norms permit comparison of a child's score with a broad reference group: the standardization sample of 2,319 children from intact kindergarten classes in inner-city, suburban, small-town, and rural areas. Local norms permit comparison with the immediate peer group with whom children will be learning in their own schools.

Diagnosis helps to clarify the reasons for the child's vulnerability. The Learning Disorders Unit offers training in diagnostic skills to school districts interested in developing or expanding these services.

Intervention is based on TEACH, a prescriptive approach which helps to meet the educational needs defined by SEARCH. TEACH tasks are organized into five clusters relating to SEARCH components; tasks have been chosen for their experimentally demonstrated contribution to the job analysis of reading. The 55 tasks proceed through three stages of increasing complexity: recognition-discrimination, copying, recall. Mastery criteria are provided to ensure automaticity in the application of these skills in reading and the language arts. TEACH provides a two-year sequence of activities, with emphasis on accuracy of perception in the first year and on intermodal and pre-reading skills in the second. At the developer site, SEARCH and TEACH were used in a resource room model; replicators have also used the program in classroom and supplementary instruction models.

## evidence of effectiveness

Project children retested at the end of grade 2 with SEARCH, Wide Range Achievement Test, Woodcock Reading Mastery Tests, and criterion-referenced comprehension tests showed accuracy of perception and reading achievement one-half year to one year greater than control group. Program participants maintained and increased achievement relative to controls in grade 3.

## implementation requirements

Can be adopted by an individual school or a district. Staffing: one teacher to intervene with 25-30 children; additional staff may be needed to assist in scanning during a two-week period if enrollment is high. Training: initial two-day workshop, with an equivalent of two full days of inservice during the school year. JDRP approval was based on the resource room model but other organization patterns are also in use, including supplemental instruction within mainstreamed classrooms and individualized programming within special education classrooms.

## financial requirements

Materials for one resource room: SEARCH Kit, $27.90; SEARCH Record Blanks, $9.50 per package of 30; TEACH Manual and Task Cards, $47.50; miscellaneous toys for use with TEACH, approximately $50.

## services available

No special network funding supports this project's dissemination efforts.

Awareness materials are available at cost of duplication. Visitors are welcome by appointment. Two-day training workshop is conducted at the project site (adopter must cover all costs). Training is conducted out of state (Learning Disorders Unit must be reimbursed for project staff time). Statistical consultation, norms, follow-up visits, telephone consultation services are available.

**contact** Rosa A. Hagin, or Archie A. Silver; Learning Disorders Unit; Department of Psychiatry; New York University Medical Center; 560 First Ave.; New York, NY 10016. (212) 679-3200, ext. 3735, 3736, or 561-4078 or -4079.

Developmental Funding: USOE BEH Title VI-G JDRP No. 79-33 Approved: 9-12-79

*Compiled Summer 1980*

## PROJECT A PROGRAM FOR EARLY EDUCATION OF CHILDREN WITH HANDICAPS

**descriptors** Aurally Handicapped, Emotionally Disturbed, Home Instruction, Learning Disabilities, Mentally Handicapped, Orthopedically Handicapped, Parent Education, Preschool Education, Rural Schools, Special Education, Speech Handicapped, Visually Handicapped

**target audience** Approved by JDRP for handicapped children, five months to six years of age.

**description** *A home intervention program involving parents in the teaching of their handicapped children.*

The Region IX Education Service Center serves 40 rural, sparsely populated public school districts in 12 north central Texas counties. This program, a home intervention model, is based on the premise that parents can be actively involved on a daily basis in teaching their handicapped children and that through the teaching experience, by observing and recording changes in behavior, they can discover the areas in which their children need help. The program's ultimate goal is for the parent to assume chief teaching responsibilities until the child can attend school.

Home teachers make weekly home visits of approximately one and one-half hours to show parents how to use behavior modification techniques -- when to reward, what to reward, and how to chart behavior. By observing this modeling process, parents become equipped to continue the work for a week, progressively achieving the short- and long-term goals for their children.

Training emphasizes administrative guidance and teacher training in the areas of assessment, behavior management, precision teaching, individualized educational programs, and parent training.

**evidence of effectiveness** The average effect of pre- and posttesting with the Alpern Boll Developmental Profile (which measures self-help, socialization, physical, communication, and academic skills), Stanford-Binet, and the Cattell Infant Intelligence Test was significant.

**implementation requirements** Adoption agreement is required. Adopter provides one professional or paraprofessional teacher for every 12-15 children and support personnel for assessment, curriculum planning, and ancillary services. Instruction is conducted in the child's home. Only office space for staff meetings and storage is needed. Three to five days of training are required for teachers and support staff. Three or four follow-up visits to assess program effectiveness and to evaluate curriculum planning, data collection, and the home teaching process are scheduled during the year.

**financial requirements** Teacher's Handbook, $5. Parent's Handbook (optional), $2. One-time start-up cost: approximately $1,890 per child. Per-pupil cost for a nine and one-half month school year: approximately $1,580. (Data secured from special education cooperatives in Texas Region IX.)

**services available** An OSE Handicapped Children's Early Education Outreach Program. No other special network funding supports this project's dissemination efforts.

Awareness materials are available at no cost. Visitors are welcome by appointment. Project staff are available to attend out-of-state awareness meetings (expenses must be paid). Training is provided at project site (adopter pays only its own costs). Training is also conducted at adopter site (expenses must be paid). Follow-up technical assistance is available to adopters (expenses must be paid).

**contact** Lois A. Cadman; Region IX Education Service Center; 301 Loop 11; Wichita Falls, TX 76305. (817) 322-6928.

Developmental Funding: USOE BEH JDRP No. 79-30 Approved: 7/10/79

*Compiled Summer 1980*

**PROJECT** PROGRAMS FOR CHILDREN WITH DOWN SYNDROME

**descriptors** Children, Downs Syndrome, Mentally Handicapped, Parent Education, Special Education

**target audience** Approved by JDRP for Down syndrome children, birth to age 6.

**description** *A program designed to accelerate and maintain developmental gains of children with Down syndrome and other developmental delays, to give help and training to their parents, to develop a transportable model, and to provide an exemplary demonstration program.*

Children and parents participate in four programs: Infant Learning; Early, Intermediate, and Advanced Preschools; and Kindergarten. The Infant Learning Class provides individualized instruction in early motor, social, and cognitive development for children from birth to 18 months of age. Parent and child come to the center for weekly one-hour sessions. Training is also continued by parents in the home. Early and Intermediate Preschool and Kindergarten parents participate weekly as teacher's aides and data takers to learn techniques for maintaining the child's progress at home. The Developmental Sequence Performance Inventory is used as an assessment tool and guide for setting curriculum objectives. The skills are developmentally sequenced and provide a record of the child's performance and progress.

(The Model Preschool Center for Handicapped Children was initially funded by BEH as a center with training, research, and service components. More recently its funding has been for outreach activities and replication. The Center is affiliated with the Experimental Education Unit for the College of Education and the Child Development and Mental Retardation Center at the University of Washington, Seattle. Both Programs for Children with Down Syndrome and Communication Programs were developed by the Model Preschool Center for Handicapped Children.)

**evidence of effectiveness** Data from testing with Developmental Sequence Performance Inventory, Denver Developmental Screening Test, Uniform Performance Assessment System, Gesell, Stanford-Binet, Peabody Picture Vocabulary Test, and classroom observation show that children served in the Down Syndrome Programs have met and are maintaining developmental and cognitive objectives.

**implementation requirements** Program places emphasis on strategies and procedures. Standard preschool equipment and materials are used to facilitate development. Access to support services, technical assistance, and resources in the community is necessary. Parent involvement is required. Data exchange is required.

**financial requirements** Initial awareness sessions are provided free of charge. Adopter pays for staff training expenses, monitoring, and materials. Costs vary and are negotiable depending upon individual needs and resources.

**services available** An NDN-funded Developer/Demonstrator project. An OSE Handicapped Children's Early Education Outreach Program.

Brochures, assessment materials, program planning guides, and specific staff and parent training programs are available at cost. Slides and videotapes are available for rental or purchase. Visitors are welcome by appointment. Project staff may be able to attend out-of-state awareness meetings (expenses are covered). Training is regularly available during summer. Other inservice training can be arranged (costs to be negotiated).

**contact** Rebecca F. DuBose, Director; Model Preschool Center for Handicapped Children; Experimental Education Unit, WJ-10; Child Development and Mental Retardation Center; University of Washington; Seattle, WA 98195. (206) 543-4011.

Developmental Funding: USOE BEH JDRP No. 75-64b Approved: 9/3/75

*Compiled Summer 1980*

## PROJECT

RE-ED SCHOOL OF KENTUCKY

## descriptors

Behavior Problems, Children, Emotionally Disturbed, Special Education

## target audience

Approved by JDRP for pupils in grades 1-8, of average or above-average academic/intellectual potential, exhibiting characteristics of emotionally disturbed/behaviorally disordered children as defined by federal and state guidelines, particularly age-inappropriate behavior.

## description

*A short-term plan for the re-education of emotionally disturbed/behaviorally disordered children.*

RE-ED School is a regional (seven-county) program intended to provide short-term treatment classes for emotionally disturbed/behaviorally disordered children unable to function in regular classrooms. Its objective is to help such children achieve enough reorganization to allow them a higher probability of success than failure in a regular classroom. The emphasis is on unlearning negative behavior patterns and learning positive ones. Meetings with parents are designed to encourage positive parental behaviors and management.

Individualized academic and behavior-change programs, based on problem identification and education pretesting, are employed. Goal-oriented records are kept for each child by a team composed of a liaison teacher/counselor, day teacher, children's program specialist, educational specialist, and others.

RE-ED is significant for having taken a mental health concept into an educational setting; it has successfully convinced the State Department of Mental Health and state and local departments of education to unite for the good of emotionally disturbed/behaviorally disordered children. Children are referred through the local schools, with parental permission. The program includes an individual educational plan. These plans begin and end with parental participation, group dynamics, and gross motor activities. Monthly written reports on the child's behavioral and academic achievement are sent to the referring teacher. Parents are involved in child-management programs. Visits to RE-ED by the referring school's counselor, principal, and teachers are geared to keep parents and school secure in the belief that the child belongs to them and that RE-ED is the least restrictive placement.

RE-ED has an impressive record of stopping downward trends in achievement and of changing the pattern of failure to one of academic success.

## evidence of effectiveness

From 1973-76, 177 RE-ED children were pre- and posttested with the Peabody Individual Achievement Test. These children gained at least four months academically during an average time of 4.16 months. Behavior checklists used to evaluate behavioral change on a weekly basis revealed that 80% of the students had attained behavior satisfactory for adjustment in a normal classroom setting.

## implementation requirements

An individual teacher, a school, or a school system can implement the basic concepts of Project RE-ED. Implementation requires awareness activities, training, and consultation. Designated trainers conduct sessions at adopter site. Adopters may participate in on-site training at RE-ED School, actually seeing RE-ED students and faculty accomplish our objectives. Training sessions cover our philosophy, objectives, and parent- and student-oriented approaches successfully used to change behaviors.

## financial requirements

Cost of material and equipment varies. A wide variety of commercially available materials already found in most classrooms is used. Staffing conforms to state requirements.

## services available

No special network funding supports this project's dissemination efforts.

Awareness materials are available. Visitors are welcome at project site by appointment. Project staff are available to attend out-of-state awareness meetings (expenses must be paid). Training is provided at project site. Training is also conducted at adopter site (expenses must be paid). Consultation and training via telephone are also available.

## contact

Donald Alwes, Director, or Laura A. Brito, Dissemination Coordinator; Project RE-ED; 1804 Bluegrass Ave.; Louisville, KY 40215. (502) 368-2591 or -2592.

Developmental Funding: USOE ESEA Title III JDRP No. 39 Approved: 4/9/73

*Compiled Summer 1980*

**PROJECT** THE RUTLAND CENTER -- DEVELOPMENTAL THERAPY MODEL FOR TREATING EMOTIONALLY DISTURBED CHILDREN

## descriptors

Autism, Children, Communication Skills, Emotionally Disturbed, Special Education

## target audience

Approved by JDRP for severely emotionally disturbed or autistic children from birth to age 8, their families, and teachers. This program has been used in other settings with children to age 16, but no evidence of effectiveness has been submitted to or approved by the Panel.

## description

*A community-based psychoeducational facility that offers a developmental curriculum to severely emotionally disturbed or autistic children from birth to 16 years, their parents, and teachers.*

The Rutland Center Developmental Therapy Model is the result of eight years of intensive effort by the Rutland Center staff. Developmental Therapy is a therapeutic curriculum for social and emotional growth used in a classroom setting with groups of four to eight individuals. Based on the assumption that disturbed or autistic children go through the same stages of development that normal youngsters do but at a different pace, the curriculum guides treatment and measures progress by focusing on the normal developmental milestones that all children must master. In so doing, Developmental Therapy has established itself as a "growth model" rather than a "deficit model." The model is comprised of four curriculum areas (behavior, communication, socialization, and preacademics) arranged in five developmental stages, each requiring different emphases and techniques. Special services to parents are an integral part of the approach. Developmental Therapy also emphasizes concurrent placement with nonhandicapped children. This mainstreaming aspect of the model requires that regular school experiences mesh smoothly with intensive Developmental Therapy experiences.

In response to P.L. 94-142, two resources are available which emphasize how to plan, implement, and evaluate an Individualized Education Program (IEP) using the developmental approach. The National Technical Assistance Office offers four types of technical assistance to the Rutland Center Developmental Therapy model in the treatment of severely emotionally disturbed preschool children. This assistance, which includes information dissemination, program planning and design, training, and program evaluation, is provided through site visits and exchange of audiovisual materials. The Developmental Therapy Institute uses the Rutland Center Developmental Therapy model to provide on-site, year-long assistance to individuals, schools, and agencies concerned with training personnel to serve school-age severely emotionally disturbed and autistic children. Institute staff provide assessment of training needs, design an inservice instructional sequence suited to agency and trainee needs, and implement the training program at the agency site with periodic visits.

## evidence of effectiveness

The model assumes five distinct stages. Progress through stages is measured by the Developmental Therapy Objectives, 171 statements outlining a sequence of developmental milestones. Mastering these objectives makes normal growth possible. Each child's treatment focuses on appropriate objectives, and children are grouped by similar major objectives. Data collected clearly show sequential mastery and steady progress by children.

## implementation requirements

Agencies interested in adopting the Rutland Center Developmental Therapy model must: use the Developmental Therapy curriculum, including concurrent placement in a normal setting whenever possible; provide referral, intake, and diagnostic services; provide a minimum of one supervisor, two teachers, and two support personnel; provide release time for training; and include parents and regular teachers in the treatment process. Since travel expenses depend on the number of visits required, the number of individuals involved, and distances traveled, they are negotiated separately.

## financial requirements

The cost of the program in fiscal year 1977 was $797 per child. This figure includes diagnostics, services to parents and children, teachers, and program evaluation. Cost figure is based on operating the 24 centers supported totally by state funds (Georgia Psychoeducational Center Network). Cost of model implementation in other states ranges from $800 to $2,000 per child.

## services available

An NDN-funded Developer/Demonstrator project. An OSE Handicapped Children's Early Education Outreach Program.

Awareness materials are available at no cost. Visitors are welcome by appointment at project site and at additional demonstration sites in home state and out of state. Project staff are available to attend selected out-of-state awareness meetings (costs to be negotiated). Training is provided at project site (adopter pays only its own costs). Training is also conducted at adopter site (costs to be negotiated).

## contact

Karen R. Davis, Project Director; National Technical Assistance Office; 125 Minor St.; Athens, GA 30606. (404) 542-6076 or 549-3030. Mary M. Wood, Director; Developmental Therapy Institute; College of Education; 570 Aderhold Hall; University of Georgia; Athens, GA 30602. (404) 542-1685, ext. 50 or 70.

Developmental Funding: USOE BEH JDRP No. 75-63 Approved: 9/3/75

*Compiled Summer 1980*

**PROJECT** PROJECT SHARE: Sharing High Yield Accountability with Resource Educators

## descriptors

Kindergarten, Learning Disabilities, Mainstreaming, Primary Education, Special Education

## target audience

Approved by JDRP for administrators, teachers, and tutors responsible for education of students with specific or multiple learning disabilities in grades K-8.

## description

*An instructional process for remediation of basic skills in learning-disabled students in mainstream education.*

Project SHARE is a process. Its special-education systems design meets needs for individualized instruction, mainstreaming, and accountability. The basic format for serving students in reading, spelling, and math is behavioral. Diagnosis, prescription, monitoring, and evaluation employ precision teaching techniques. Project-designed task ladder guides pinpoint a student's instructional starting point. A student's best learning mode and most handicapping learning mode are quickly identified. Skill efficiency and accuracy are determined -- a key Project SHARE difference. One-to-one tutoring is used primarily. Each session is highly structured, but the tutor operates freely within the planned structure.

Field-determined minimum basic skill rates have been established. Daily performance measures by the teacher or student provide an ongoing diagnostic/prescriptive process. The SHARE process speeds remediation of basic skill learning and produces data on cost-effectiveness. Computerized evaluation is available.

## evidence of effectiveness

Evaluation was conducted on an average number of 1,200 students annually in a rural special education cooperative in Minnesota, 1970-75. Average gains for learning-disabled students: 1.3 grade levels in reading in 26 hours of teaching and 1.3 grade levels in math in 31 hours. (Evaluation computerized by International Management Systems, Kansas City, Kansas.)

## implementation requirements

Three three-day training sessions, with practice between them, are most effective, with one three-day session the absolute minimum, and no more than ten trainees per session. Training highlights diagnosing skill deficiencies and best learning modes, pinpointing the beginning instruction objective, selecting and adapting appropriate materials, and interpreting effectiveness from behavior charts. Various follow-up options are possible.

## financial requirements

Costs vary with available staff but never exceed $5 per teacher.

## services available

No special network funding supports this project's dissemination efforts.

Awareness materials are available at cost of postage. Visitors are welcome at project site by appointment. Project staff are available to attend out-of-state awareness meetings (expenses must be paid). Training is provided at adopter site (adopter must assume all expenses). Follow-up technical assistance is available.

**contact** Marvin Hammarback, Director, or Fay Hammarback, Coordinator; Project SHARE; R. R. 1; Hendrum, MN 56550. (218) 784-4826.

Developmental Funding: USOE ESEA Title III JDRP No. 75-31 Approved: 5/12/75

*Compiled Summer 1980*

## PROJECT

PROJECT SKI*HI

## descriptors

Aurally Handicapped, Children, Home Instruction, Screening Tests, Special Education

## target audience

Approved by JDRP for hearing-impaired infants and young children, birth to age 6, and their families.

## description

*A statewide program providing identification and language facilitation for hearing-handicapped children, birth to age 6, through home management.*

SKI*HI is a comprehensive program that provides screening, audiological, diagnostic, and assessment services and a complete home intervention curriculum for hearing-impaired children (birth to age 6) and their families.

The program is designed to provide services to a state-wide population or to a large population area. All hospitals are screened for babies with hearing loss. A diagnostic, assessment, and entry process ensures efficient, expeditious entry of children.

A complete home intervention curriculum is provided. It includes a home hearing aid program, a home communication program, a home auditory program, a home total communication program, and a home language program. Psychological, emotional, and child-development support are provided for parents in the home. Weekly, monthly, and comprehensive quarterly assessment of child and family is performed. Part-time parent advisers living in the area visit homes weekly to deliver the curriculum. A format for home visits is provided.

A support system of ongoing audiological services, a hearing aid evaluation and loaner system, video units and tapes for total communication, hearing aid molds, psychological services, parent group services, and a comprehensive evaluation system are provided.

## evidence of effectiveness

The Discrepancy Evaluation Model is used. REEL, the SKI*HI Receptive Language Test, the SKI*HI Language Development Scale, and observational checklists are used. Pre/post measures showed a gain of 16 months in language after 11 months of treatment; significant differences in treatment and comparison groups were seen. Early-treatment group showed higher gains than late-treatment group.

## implementation requirements

One full-time professional to make home visits is the minimum requirement. This person must have basic training in delivery of a home language program for hearing-impaired infants. Travel is necessary. For maximum effect, a hearing aid bank, hearing screening, and audiological, psychological, and child development services should be provided. Earmolds, library books, video playback units, and total communication tapes should be provided. In larger programs, supervision and administration are necessary.

## financial requirements

Complete services for 11 months (including all direct and supportive services) cost $1,350 per child. Start-up costs are minimal.

## services available

An NDN-funded Developer/Demonstrator project. An OSE Handicapped Children's Early Education Outreach Program.

Awareness materials are available at no cost. Visitors are welcome at project site by appointment. Project staff are available to attend out-of-state awareness meetings. Training is provided at project site (costs to be negotiated). Under certain conditions, training is also conducted at adopter sites (costs to be negotiated).

## contact

Thomas C. Clark, Director; Project SKI*HI; Department of Communicative Disorders; Utah State University; Logan, UT 84322. (801) 750-1382.

Developmental Funding: USOE BEH

JDRP No. 78-192 Approved: 7/13/78

*Compiled Summer 1980*

## PROJECT SPECIAL EDUCATION PRESCHOOL PROGRAM

## descriptors

Aurally Handicapped, Emotionally Disturbed, Learning Disabilities, Mainstreaming, Mentally Handicapped, Orthopedically Handicapped, Parent Education, Preschool Education, Special Education, Speech Handicapped, Team Teaching, Visually Handicapped

## target audience

Approved by JDRP for preschool children with developmental and communication disorders -- including all types of handicapping conditions except autism and severe/profound physical impairment -- and their parents.

## description

*A program serving moderately, severely, and profoundly hearing-impaired preschoolers (ages 0-5), a mixed population of moderately and severely handicapped preschoolers (ages 4 and 5) with other handicapping conditions, and their families.*

This project now operates solely as a Minneapolis Public Schools special education program funded through the combined resources of local, state, and P.L. 94-142 monies. The program is family-oriented and noncategorical, assuming individually prescriptive programs for children and families. Child assessment by a multidisciplinary team offers a developmental profile of communication, psychomotor, cognitive, and social/adaptive behaviors. Program options change as the needs of the population served change.

Counseling, education, and guidance of parents ensure active family participation in the program. Service options for families include individual parent guidance and parent-teaching sessions, weekly parent meetings, monthly parent meetings, single parent groups, and "men only" meetings.

## evidence of effectiveness

Written objectives are developed in each of the following areas to assess program effect: individual child, family, clinical assessment, and program management. More than 76% of the program's "graduates" are integrated into elementary schools.

## implementation requirements

Beginning programs are encouraged to implement only portions of the program. The use of a multidisciplinary staff depends on available resources. Ideally, staff are hired or contracted for. Facility requirements depend on the extent to which the programs are being implemented. Anyone interested in specifics regarding staff qualifications, staff inservice training, facility requirements, or other implementation concerns should contact the program coordinator.

## financial requirements

Per-pupil cost (1978-79 rates) estimated at $10.86 per day.

## services available

No special network funding supports this project's dissemination efforts.

Awareness materials are available. Visitors are welcome by appointment.

## contact

Nancy Shaner, Coordinator; Special Education Preschool Program; 3017 E. 31st St; Minneapolis, MN 55406. (612) 721-5007.

Developmental Funding: USOE BEH Title VI-C JDRP No. 75-65 Approved: 9/3/75

*Compiled Summer 1980*

## PROJECT

PROJECT STAY: School To Aid Youth

## descriptors

Dropout Prevention, Kindergarten, Mathematics, Primary Education, Resource Room Programs, Reading, Screening Tests

## target audience

Approved by JDRP for grades 1-3.

## description

*A program providing early identification and treatment of social, emotional, and academic needs of pupils.*

Children enter on screening administered during kindergarten year. They remain in Project STAY for one-half of the day and in the regular classroom for the other half. Activities are organized and teachers are acquainted with specific instructional patterns to enable pupils to function at levels consistent with their potential. The specific objectives are identification of achievement levels of high-risk pupils; provision for individual instruction in mathematics and reading to correct specific deficiencies; identification of social problems, poor self-concepts, and attitudes of potential dropouts; and provision for information and referral of parents and pupils to various community agencies for help. Counseling sessions offered to parents and teachers create awareness and understanding which help in meeting problems. No one teaching approach is required. All information available regarding the child (from teacher, counselors, test data, etc.) determines approach used. Program designed for each child is given to regular homeroom teacher. Project STAY has used the innovative teaching devices designed by the teachers, and it has found that they are highly successful.

Project STAY was federally funded for three years on July 7, 1971, and is now locally funded by the Moore Public Schools. Awareness packets related to STAY have been mailed to all states, Canada, the Virgin Islands, Australia, and Puerto Rico. Over 6,000 visitors have visited Project STAY.

## evidence of effectiveness

Project STAY conducts a yearly evaluation. All students are pre- and posttested on the Stanford Achievement Test and Wide Range Achievement Test. Other tests are administered if needed. Results are available upon request.

## implementation requirements

Adopter identifies high-risk kindergarten children to receive special services during first year of school. Inservice staff and first-grade teachers secure materials. Space required is determined by pupil enrollment. Program may be used in one classroom (30 children) or by an entire school district.

## financial requirements

Cost of program is approximately $40,000 for a regular elementary school. Actual cost per pupil during three years of federal funding was $612.33. The cost of the program will vary depending upon the components adopted.

## services available

No special network funding supports this project's dissemination efforts.

Awareness materials (including Project STAY slides) are available. Visitors are welcome by appointment. Training is conducted at the project site and out of state. Project staff can attend some out-of-state conferences.

## contact

Pat Ross, Project Director; Project STAY; Moore Public Schools; 400 N. Chestnut; Moore, OK 73160. (405) 794-8282.

Developmental Funding: USOE ESEA Title III JDRP No. 43 Approved: 4/9/73

*Compiled Summer 1980*

## PROJECT

PROJECT SUCCESS FOR THE SLD CHILD

## descriptors

Elementary Education, Language Development, Learning Disabilities, Mainstreaming, Perceptual Development, Special Education

## target audience

Approved by JDRP for pupils, grades 1-4, with specific language disabilities. This program has been used in other settings with grades K and 5-9, but no evidence of effectiveness has been submitted to or approved by the Panel.

## description

*A prescriptive program and classroom delivery system for pupils, grades 1-4, with specific language disabilities.*

Project Success provides a prescriptive program and classroom delivery system operating in three areas: a structural linguistic language program with a multisensory approach integrates all aspects of language -- reading, writing, speaking, and listening; motor perception training and adaptive physical education emphasize the relation of movement to learning in areas of muscular strength, dynamic balance, body awareness, spatial awareness, and temporal awareness to develop the capacity to make efficient and effective use of the body; and technique modification in other curriculum areas allows SLD students to capitalize on strong modalities. This individualized learning program keeps the child functioning in an adequate manner within the educational mainstream.

## evidence of effectiveness

A copy of our validation report is available upon request. Project Success was evaluated for five years. Each project objective was tested.

## implementation requirements

Implementation varies depending upon the needs of the adopting school and the outcomes desired. As a mainstream approach, no additional staff are needed. Training of teachers using the project takes approximately 25 hours. Project Success Adoption Manual defines the adoption process for different kinds of adoptions.

## financial requirements

Cost varies with kind of adoption desired, level of adoption, number of students included, and materials already owned by the school.

## services available

No special network funding supports this project's dissemination efforts.

Awareness materials are available at no cost. Visitors are welcome at project site during school year by appointment. Project staff are available to attend out-of-state awareness meetings (expenses must be paid). Training is provided at project site (adopter pays only its own costs). Training is also conducted at adopter site (expenses must be paid).

## contact

Richard Metteer, Director; Project Success; Wayne Middle School; 312 Douglas; Wayne, NE 68787. (402) 375-2230.

Developmental Funding: USOE ESEA Title III JDRP No. 14 Approved: 4/9/73

*Compiled Summer 1980*

## PROJECT

PROJECT SUCCESS: Handicapped

## descriptors

Continuous Progress Plan, Cross Age Teaching, Elementary Education, Kindergarten, Learning Disabilities, Mainstreaming, Peer Teaching, Special Education, Volunteers

## target audience

Approved by JDRP for children with reading, math, handwriting, and self-management difficulties, grades K-6.

## description

*Low-cost academic and self-management programs for handicapped elementary school students.*

Project Success provides instructional service to handicapped students within a fully integrated educational program. A learning specialist works as a staff member in each of the home district's four elementary schools, assisting regular program staff in identifying and serving handicapped students. Assistance is provided to students identified through continuous (weekly) progress checks in basic academic, social, and self-management skill areas. Handicapped students are then given instructional and/or motivational assistance by teachers, peers, high school tutors, aides, or parents using instructional packets designed for this purpose. Upon mastering the skill, students are tracked to assure continued success.

The intensive use of nonprofessional personnel for assessment and service delivery required a systematic approach to training. Each volunteer participant demonstrated competency in assessment techniques and use of assistance program training packets. Direct instruction training procedures included modeling for these personnel during training and direct observation in the classroom.

## evidence of effectiveness

Standardized test evaluation (Wide Range Achievement Test) in each of three years of operation indicated that participating students made statistically significant gains beyond expected normal grade equivalent growth per month during treatment period.

## implementation requirements

If all academic and self-management programs are adopted in a district, at least one certified person per elementary building (450 students) is needed. To operate only academic programs, one half-time certified person and one aide per building served are required.

## financial requirements

Start-up cost for both assessment and assistance components averaged $4 per pupil. Based on 200-300 pupils, per-learner operational cost for various assistance programs was approximately $14 per month. Complete commercial (Edmark) tutoring classroom package for 10 students costs $300. Replacement costs for consumable items are approximately $37.50 for 10 students per year.

## services available

No special network funding supports this project's dissemination efforts.

Awareness materials are available. Visitors are welcome by appointment. Training may be conducted at the project site (adopting site must cover all trainer costs as well as its own costs). Training may be conducted out of state (exemplary project staff costs must be paid). Project staff may be able to attend out-of-state conferences (expenses must be paid).

## contact

Ronald Smith, Director of Special Services; North Kitsap School District No. 400; 150 High School Road South; Poulsbo, WA 98370. (206) 779-3971.

Developmental Funding: USOE ESEA Title III JDRP No. 75-28 Approved: 5/7/75

*Compiled Summer 1980*

**PROJECT** SYSTEMATIC INSTRUCTIONAL MANAGEMENT STRATEGIES (SIMS)

## descriptors

Elementary Education, Learning Disabilities, Remedial Reading, Secondary Education, Special Education

## target audience

Approved by JDRP for disabled readers, grades 1-12, needing basic coding skills and for learning disabilities teachers serving that population. This program has been used in other settings with special education groups, but no evidence of effectiveness has been submitted to or approved by the Panel.

## description

*A program using management strategies and a structured, sequenced curriculum to help teachers plan appropriate instructional programs for disabled readers.*

A discrepancy model for solving performance problems provides the framework for the SIMS curriculum. The SIMS curriculum consists of a hierarchical sequence of 53 objectives needed to acquire the basic coding skills of reading and spelling.

The curriculum contains word and sentence lists for each of the 53 objectives to monitor the accuracy of skill acquisition for each individual child. Additional word lists for each objective are designed to monitor the proficiency with which a student decodes words of a particular pattern. There are four stories for each of the 53 objectives. Written language worksheets with controlled reading levels matching the word list level provide activities simultaneously developing the student's writing skills. Comprehension Questions and worksheets for Scanning Stories are used to develop independent study skills. SIMS teachers are trained to use data decision rules to plan appropriate instructional interventions.

## evidence of effectiveness

Scores from the Wide Range Achievement Test administered to students, grades 1-12, 1976-77, were compared for groups with and without SIMS treatment. Analysis of covariants (with pretest score and grade as covariants) confirmed that SIMS students performed significantly better than non-SIMS students (positive < .001 level).

## implementation requirements

SIMS can be adopted as a comprehensive program of materials and procedures or partially, as instructional management strategies to be used with commercially available materials. A four- or five-day teacher training workshop must precede adoption. Adoption site must provide a liaison person. Pre- and posttest data must be supplied by adopter.

## financial requirements

If existing rooms are used for resource centers serving 15 students a day, per-pupil cost for the installation year is $837, and for subsequent years, $803. Excluding teacher salaries, installation costs total $37 per pupil, and maintenance is $3.50. SIMS Concept Assessment Test, SIMS Reading and Spelling Program, Comprehension Questions and Scanning Stories, and SIMS Written Language Program, $65 for total package.

## services available

An NDN-funded Developer/Demonstrator project.

Awareness materials are available at no cost. Visitors are welcome at project site by appointment. Project staff are available to attend out-of-state awareness meetings (costs to be negotiated). Training is provided at project site (adopter pays only its own costs). Training is also conducted at adopter sites (costs to be negotiated). Technical assistance is provided for implementation and evaluation.

**contact** Marie Blackburn, SIMS Project Coordinator; Division of Special Education; Minneapolis Public Schools; 2501 W. 56th St.; Minneapolis, MN 55410. (612) 926-1693.

Developmental Funding: USOE BEH Title VI-G JDRP No. 79-18 Approved: 5/15/79

*Compiled Summer 1980*

**PROJECT** THE TEACHING RESEARCH INFANT AND CHILD CENTER CLASSROOM FOR MODERATELY AND SEVERELY HANDICAPPED CHILDREN

## descriptors

Cerebral Palsy, Children, Home Instruction, Multiply Handicapped, Self Care Skills, Special Education, Volunteers

## target audience

Approved by JDRP for moderately to severely handicapped children, ages 1-8, including mentally retarded, cerebral palsied, autistic, emotionally disturbed, deaf/blind, and hearing impaired.

## description

*An individualized skills instruction program for moderately to severely handicapped children.*

Children are pretested on skills selected from the Teaching Research Curriculum for Moderately and Severely Handicapped. Pretest results are used to determine which skills will be taught. The deficit skills are prioritized by the parent and educational staff. After priorities are established, the child is placed in one or more of the four curricular areas -- self-help, motor, language, and cognitive.

Individual instructional programs are prepared for each child. A program prescribes the skill to be taught, the way in which the materials are to be presented, and the feedback to be given to the child. Trained volunteers play an important role in this model. They are taught how to deliver cues and feedback and how to record the child's appropriate and inappropriate responses to instruction. Maintenance of volunteer skills is objectively monitored by the teacher. Volunteers implement the instructional programs with each child and record child performance data in a specified manner. If the volunteer indicates through recorded data or verbally during classroom instruction that the child is having difficulty learning a particular program, the teacher provides instruction for the child. The teacher uses the daily data to make teaching decisions concerning individual programs for the following day and to ascertain whether sequencing, cue presentation, or feedback need to be altered.

When group instruction occurs, the teacher interacts with each child according to his/her individual instructional program. In this model, group instruction is provided only by the teacher or aide. Some instructional programs are selected by parent and teacher to be taught in the home, and these are coordinated with programs in the school. Teaching periods in the home vary from 10 to 30 minutes. Approximately 85% of the parents of project children participate in home instruction. All parents participate in the program planning conferences for their child.

(The Teaching Research Infant and Child Center Classroom for Moderately and Severely Handicapped Children and Inservice Training in the Teaching Research Data Based Classroom for Severely Handicapped School-Age Children were both developed by Teaching Research, a division of the Oregon State System of Higher Education, Monmouth.)

## evidence of effectiveness

Using a multiple baseline approach, it was demonstrated that within the Teaching Research Infant and Child Center a mean of 7.9 skills per month was acquired by a child without instruction, while 64.4 skills per month were acquired with instruction. Replication-site children acquired a mean of 9.1 skills without instruction and 90.1 skills with instruction.

## implementation requirements

The model can be used by an individual classroom. Inservice training of teacher and aide is required.

## financial requirements

Based on 12 students per class, one teacher, and one aide, operational expenses averaged $2,366 per child in the Teaching Research Classrooms during 1976-77. This figure includes: supervision, $2,000; salaries, $22,471; supplies, $500; transportation, $3,420. Start-up costs average $6,500, including supervision, training, and supplies. Materials used in the classroom are commercially available; information can be obtained from Teaching Research.

## services available

An NDN-funded Developer/Demonstrator project. An OSE Handicapped Children's Early Education Outreach Program.

This is a nonprofit agency; some support comes from United Way. Materials describing the program, including videotapes and printed material, are available at cost. Training is conducted at the project site. Follow-up is conducted at adopter sites. Project staff can attend out-of-state conferences. Visitors are welcome by appointment.

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Developmental Funding: USOE BEH JDRP No. 78-163 Approved: 3/27/78

*Compiled Summer 1980*

## OSE HANDICAPPED CHILDREN'S EARLY EDUCATION OUTREACH PROGRAMS

The following programs are supported as Early Education Outreach Programs by the Department of Education's Office of Special Education. Further information may be found on the catalog pages indicated.

GEORGIA

the Rutland Center -- Developmental Therapy Model for Treating Emotionally Disturbed Children p. 43

ILLINOIS

Macomb 0-3 Regional Project: A Rural Child/Parent Service p. 25
PEECH: Precise Early Education for Children with Handicaps p. 33
Peoria 0-3 Project -- Replication of an Interdisciplinary Approach to the Early Education of Handicapped Children Ages 0-3 p. 35

MASSACHUSETTS

project ERIN: Early Recognition Intervention Network p. 18

MICHIGAN

Cognitively Oriented Preschool Curriculum p. 8

MISSOURI

Central Institute for the Deaf Early Education Project p. 6

OREGON

the Teaching Research Infant and Child Center Classroom for Moderately and Severely Handicapped Children p. 51

TEXAS

a Program for Early Education of Children with Handicaps p. 40
Developmental Education Birth Through Two (Project DEBT)
(Approved by JDRP after press deadline.)

UTAH

MAPPS: Multi-Agency Project for Pre-Schoolers p. 26
project SKI*HI p. 45

WASHINGTON

Communication Programs p. 9
Programs for Children with Down Syndrome p. 41

WISCONSIN

Comprehensive Training Program for Infant and Young Cerebral Palsied Children (C.P. Project) p. 12
the Portage Project: A Home Approach to the Early Education of Handicapped Children p. 37

EXEMPLARY PROGRAMS
BY STATE


ARIZONA

PEOPEL: Physical Education Opportunity Program for Exceptional Learners, Phoenix p. 34

CALIFORNIA

the Child Development Center, Huntington Beach p. 7
Modification of Children's Oral Language, Palo Alto p. 28

CONNECTICUT

MECCA: Make Every Child Capable of Achieving, Meriden p. 27

FLORIDA

Developing Models for Special Education (DMSE), Monticello p. 14
Interactive Curricular Experience, Panama City p. 22

GEORGIA

EVERY CHILD A WINNER With Movement Education, Ocilla p. 19
the Rutland Center -- Developmental Therapy Model for Treating Emotionally Disturbed Children, Athens p. 43

ILLINOIS

Early Prevention of School Failure, Peotone p. 15
Macomb 0-3 Regional Project: A Rural Child/Parent Service, Macomb p. 25
PA: Project Advocate -- Northwestern Illinois Association, Geneva p. 31
PEECH: Precise Early Education for Children with Handicaps, Champaign p. 33
Peoria 0-3 Project -- Replication of an Interdisciplinary Approach to the Early Education of Handicapped Children Ages 0-3, Peoria p. 35

IOWA

Pilot Project Utilizing Supportive Personnel Using Behavior Modification Techniques with Articulatory Disordered Children, Burlington p. 36

KENTUCKY

RE-ED School of Kentucky, Louisville p. 42

LOUISIANA

project Learning Disabilities: Early Identification and Intervention, New Orleans p. 24

MASSACHUSETTS

project ERIN: Early Recognition Intervention Network, Dedham p. 18

MICHIGAN

Cognitively Oriented Preschool Curriculum, Ypsilanti p. 8

MINNESOTA

Family Oriented Structured Preschool Activity (Seton Hall Program), St. Cloud p. 20
project SHARE: Sharing High Yield Accountability with Resource Educators, Hendrum p. 44
Special Education Preschool Program, Minneapolis p. 46
Systematic Instructional Management Strategies (SIMS), Minneapolis p. 50

MISSOURI

Central Institute for the Deaf Early Education Project, St. Louis p. 6
Parent-Child Early Education Program (Saturday School), Ferguson p. 32

MONTANA

Precision Teaching Project: The Sacajawea Plan, Great Falls p. 38

NEBRASKA

Engineered Classroom for Students Who Are Both Educably Mentally Handicapped and Behaviorally Maladjusted, Papillion p. 17
project Success for the SLD Child, Wayne p. 48

NEW JERSEY

ACTIVE: All Children Totally InVolved Exercising, Oakhurst p. 5
the Communications Workshop (CWS), Teaneck p. 10
ELSMERE Project, Glassboro p. 16
Learncycle: Responsive Teaching, Teaneck p. 23

NEW YORK

Prevention of Learning Disabilities: An Interdisciplinary Model, New York p. 39

NORTH DAKOTA

a Comprehensive Program for Handicapped Preschool Children and Their Families in Rural and Non-Urban Areas, Fargo p. 11
Northwest Special Education (NWSE), Lignite p. 29

OKLAHOMA

Oklahoma Child Service Demonstration Center for Secondary LD Students, Cushing p. 30
project STAY: School To Aid Youth, Moore p. 47

OREGON

Inservice Training in the Teaching Research Data Based Classroom for Severely Handicapped School-Age Children, Monmouth p. 21
the Teaching Research Infant and Child Center Classroom for Moderately and Severely Handicapped Children, Monmouth p. 51

PENNSYLVANIA

COPE: Cognitively Oriented Pre-Primary Experience, Philadelphia p. 13

TEXAS

a program for Early Education of Children with Handicaps, Wichita Falls p. 40
Developmental Education Birth Through Two (Project DEBT), Lubbock
(Approved by JDRP after press deadline.)

UTAH

MAPPS: Multi-Agency Project for Pre-Schoolers, Logan p. 26
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WASHINGTON

Communication Programs, Seattle p. 9
Programs for Children with Down Syndrome, Seattle p. 41
project Success: Handicapped, Poulsbo p. 49

WISCONSIN

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the Portage Project: A Home Approach to the Early Education of Handicapped Children, Portage p. 37

NDN DEVELOPER/DEMONSTRATOR PROGRAMS

The following projects are funded as NDN Developer/Demonstrators to provide training, materials, and technical assistance to those who adopt their programs.

ARIZONA

PEOPEL: Physical Education Opportunity Program for Exceptional Learners p. 34

CALIFORNIA

the Child Development Center p. 7
Modification of Children's Oral Language p. 28

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GEORGIA

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project ERIN: Early Reognition Intervention Network p. 18

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Oaklahoma Child Service Demonstration Center for Secondary LD Students p. 30

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## What Is the NDN?

The National Diffusion Network (NDN) is an expanding nationwide system with the goal of helping people in education solve pressing problems swiftly, efficiently, and economically through program improvement. The NDN links schools, postsecondary institutions, and others within and across state boundaries so that programs developed and proven effective in one locality can be used by others facing similar challenges.

Two groups of participants—Facilitators and Developer/Demonstrators—have received funding from the Department of Education to assist schools that are searching for ways to improve their programs. Facilitators are located in 49 states. They work to link the state's schools with suitable Developer/Demonstrators, who in turn provide training and other assistance for schools as they adopt or adapt these proven educational programs.